



Term:- 2B

Primary 2 Learning Plan

Date: March - April 2019

TOPIC - School

Literacy	Text	Sentence	Word	Talking & Listening
	<ul style="list-style-type: none"> • Use a range of strategies to work out, predict and check the meanings of unfamiliar words and make sense of what they read • Choose books for personal reading, discuss preferences and give reasons and read familiar books with concentration and attention • Choose independently what to write about, plan and follow it through. • Learn and recite simple poems and rhymes • Demonstrate an awareness of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others • Understand that stories and meanings can be constructed through moving image texts • Know how to represent outlines of story plots, e.g. storyboarding, a class book, wall story, etc. • Know how to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text • Create texts on paper and on screen • know how to pose simple questions and use text to find answers • know and understand how to locate parts of text that give particular information including labelled diagrams and charts • write own questions prior to reading for information and record answers e.g. as lists, a completed chart • identify and use simple methods to record information, e.g. diagram, chart, sentence 	<ul style="list-style-type: none"> • Expect reading to make sense and check for sense if it does not • Read aloud using expression appropriate to the grammar of the text • Use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words: e.g. predict text from the grammar, read on, leave a gap and re-read. • Use features of punctuation in order to read in a phrased and fluent manner. • Use grammatical awareness to develop and demonstrate comprehension of text, e.g. sequencing words to make a sentence, ordering/re-ordering sentences from reading • Demarcate sentences in writing, ending a sentence with a full stop • Predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense • Recognise full stops and capital letters when reading and understand how they affect the way a text is read • Predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense 	<ul style="list-style-type: none"> • Investigate and use new words from reading and shared experiences. • Know and understand that a sound can be represented by more than one letter • Spell new words using phonics and a range of self-checking strategies • Recognise the critical features of words, e.g. length, common spelling patterns • Know and understand that the same phoneme can be represented in more than one-way e.g. tea, me, tree, happy, • Know and understand that the same spelling may be represented by more than one sound, e.g. cow, blow • Read automatically high frequency words in a range of contexts • Investigate and understand the concept of a plural noun - adding 's' • Write correct spelling for common high frequency words • Hear, read and spell initial, final and medial letter sounds in words • Identify separate phonemes within words in speech and writing; • recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words • Investigate, read and spell words containing digraphs such as ff, ll, ss, ck, ch, sh, th, wh, ng; 	<ul style="list-style-type: none"> • Recite poems and rhymes with some variety in pace, emphasis and intonation (talking for different audiences) • Listen with enjoyment and respond to stories, poems, rhymes and songs, plays assembly and other work (Listening and responding) • Cooperate to reach agreement (group discussion and interaction) • Give a personal response to a performance (drama)

	Number	Measures	Shape & Space	Handling Data
Numeracy	<ul style="list-style-type: none"> Count forwards in 2's from any number within 20. Count backwards in 2's from any number within 20. Order a set of non-consecutive numbers within 20 (increasing and decreasing). Compare the size of two sets by counting and matching, within 20, saying which has more / less; how many more/less. Investigate and talk about addition patterns within 20. Use number line to count on for addition within 20, recording calculations horizontally. Practically subtract an amount from a set, within 20, as "take away" Subtract practically within 20. Find the "difference" between two numbers within 10 practically. Mentally subtract 1, 2 and 0 from any number, answers within 10 Calculate change required when buying items at the class shop, from 10p. Investigate different combinations of 1p and 2p coins to make a particular amount within 10p. 	<ul style="list-style-type: none"> Given one object, find a second object which is longer (or taller) and a third object which is shorter; and prove their choice is correct by direct comparison, using comparative language. Given one object, find a second object which is heavier and a third object which is lighter; and prove their choice is correct by using balance scales, using comparative language. Given one container, find a second container which holds more and a third container which holds less; and prove their choice is correct by filling one container and pouring into the other, using comparative language. Given one surface, find a second surface which has a greater area and a third container which has a smaller area; and prove their choice is correct by placing one area on top of the others. Understand and use analogue time: half-past. Understand and use digital time: half-past. 	<ul style="list-style-type: none"> Compare two different 2D shapes and say how they are different Key in instructions for a controlled device (e.g. Beebot) to move from one specific location to another, estimating distances and using trial and improvement strategy (e.g. if the beebot went too far, re-try with a smaller number of distance steps; if it didn't go far enough, re-try with a larger number of distance steps). 	<p>Use given one criterion Carroll Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy vehicles <i>did not</i> have 4 wheels).</p> <p>Contribute towards simple class block graphs (e.g. by placing own square to indicate how many brothers or sisters they have), explaining why they placed their picture in a particular place.</p> <ul style="list-style-type: none"> Interpret completed block graph.
<p>Processes</p> <p>Select, with help from the teacher, materials and equipment for a task.</p> <p>Use, with teacher support, mathematical materials.</p> <p>Solve everyday problems in the classroom or in role play.</p> <p>Solve problems based on stories.</p> <p>Begin to select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics.</p> <p>Understand and use mathematical language, when talking about their work.</p> <p>Explore, through discussion, simple open-ended questions.</p> <p>Talk about and/or record in own way, how a simple investigation was carried out.</p> <p>Talk about how a task might be approached.</p> <p>Recognise simple patterns and say what comes next.</p> <ul style="list-style-type: none"> Make simple predictions, giving reasons for them. 				