 Alloway Primary School

 The Learn Its Schedule

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| Primary 2 |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 4 | Step 5 | Step 6 |
| Jigsaw Numbers1+9 2+8 3+7 4+6  | Switchers 9+1 8+2 7+3 6+4 | 4+2 5+2 6+2 7+2 9+24+3 5+3 6+3 | Switchers2+4 2+5 2+6 2+7 2+93+4 3+5 3+6 | Doubles6+6 7+7 8+8 9+9 |
| Multiples of 5 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100 |  | Multiples of 20, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 |

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| Primary 2 – Parent Tips |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 4 | Step 5 | Step 6 |
| Jigsaw Numbers to 10Pairs of numbers that total 10. They have already come across double 5.The following should be lightning speedThink of 10 as the total:Parent says 1 - child should say 9Parent says 2 – child should say 8Parent says 3 - child should say 7Parent says 4 – child should say 6Parent says 5 – child should say 5Parent says 9 – child should say 1Parent says 8 – child should say 7Parent says 7 – child should say 3Parent says 6 – child should say 4Fact FamiliesLinking addition and subtraction:1 + 9 = 109 + 1 = 1010 – 1 = 910 – 9 = 1This should be done for all 9 facts aboveMultiples of 5Count out first ten multiples of 5 - Children can flash up their fingers for each multiple of 5. Start with arms stretched out low for 0, arms should be straight out for 25 at half way, and raised straight up for 50.Then gradually slip in the word ‘multiple’. Let’s count the first 5 multiples of 5 in a (loud voice, whisper voice etc). | Non-Doubles and SwitchersThe children already know 2+8 from Step 4.Break this down to three facts for each three-week block. The first 6 facts are all ones where 2 is added to a one-digit number.3 weeks of – 4 + 2 5 + 2 6 + 2 Remember to include the switchers too 3 weeks of - 7 + 2 8 + 2 9 + 2Remember to include the switchers tooThe remaining 3 facts extend this by adding on 3 to a one-digit number. 3 weeks of - 4 + 3 5 + 3 6 + 3Remember to include the switchers tooFact FamiliesLinking addition and subtraction4 + 2 = 62 + 4 = 66 – 2 = 46 – 4 = 2This should be done for all facts in this term. MultiplesRecall multiples of 10 and 5 from previous Learn It steps. | DoublesAt this step there are 4 very simple links:6 links to 127 links to 148 links to 169 links to 18Parent says 6 – child should say 12Parent says 7 – child should say 14Parent says 8 – child should say 16Parent says 9 – child should say 18HalvesParent says 12 – child should say 6Parent says 14 – child should say 7Parent says 16 – child should say 8Parent says 18 – child should say 9MultiplicationChant first 4 multiples – “2, 4, 6, 8… who do we appreciate….. Glenburn” etc.Then build on this to 10 and so on until 20. |