**Primary 1/2 – Term 4 Overview**

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| **Literacy and English** | | | | |
|  | **Primary 1** | | **Primary 2** | |
| **Spelling** | To form letters correctly.  To blend sounds to make words.  To read longer words.  To write longer words using knowledge of phonics and tricky words.  To identify many consonant blends.  To identify alternative spellings.  To understand the function of Magic ‘e’. | | To revise and extend phonic knowledge learned previously.  To read and identify new tricky words.  To learn how to spell new tricky words.  To use knowledge of tricky words to support my reading.  To use knowledge of tricky words to support my writing. | |
| **Grammar**  (Please note that P1 will be doing tricky words) | To observe irregularities within tricky words.  To read and identify new tricky words.  To learn how to spell new tricky words.  To use knowledge of tricky words to support my reading.  To use knowledge of tricky words to support my writing | | To learn to use sentences within writing and speaking.  To increase the level of independence when I write.  To check my writing makes sense.  To develop my understanding of nouns, verbs and adjectives.  To develop my understanding of alphabetical order.  To use an increasing amount of punctuation within my writing. | |
| **Rhyme and Analogy**  To write the spelling of a rhyme unaided.  To recognise if a given two words rhyme.  To think of a word that rhymes with a word supplied by the teacher.  To think of a group of words which rhyme.  To read words they don’t know by thinking of words they do. | |
| **Handwriting** | To form letters correctly.  To form letters legibly.  To increase the speed at which I form letters.  To form all letters consistently (size and shape).  To leave an equal space between letters.  To write letters on the lines. | | To form letters correctly.  To form letters legibly.  To increase the speed at which I form letters.  To form all letters consistently (size and shape).  To leave an equal space between letters.  To write letters on the lines. | |
| **Reading and Comprehension** | To identify sight words.  To identify rhymes.  To sequence a new story.  To write missing sight words in sentences.  To read CVC words by blending.  To identify and remember high frequency words.  To begin to develop fluency.  To expand my vocabulary through reading.  To read for enjoyment. | | To identify sight words.  To identify rhymes.  To sequence a new story.  To read with fluency.  To read with accuracy.  To read with comprehension.  To write missing sight words in sentences. | |
| **Listening and Talking** | To listen and respond to specific instructions.  To give descriptions for others to follow.  To suggest question words for show and tell.  To share information about my show and tell item in front of an audience.  To ask questions to others.  To engage with others using oral language.  To engage with others using body language. (More specific LI’s used with pupils)  To listen while someone else is talking and wait my turn.  To create my own stories with others during planned and unplanned play experiences | | To listen and respond to specific instructions.  To give descriptions for others to follow.  To suggest question words for show and tell.  To share information about my show and tell item in front of an audience.  To ask questions to others.  To engage with others using oral language.  To engage with others using body language. | |
| **Writing** | To use the features of persuasive writing.  To use the features of an explanation.  To use the features of a discussion/ balanced argument.  To use the features of note taking. | | To use the features of persuasive writing.  To use the features of an explanation.  To use the features of a discussion/ balanced argument.  To use the features of note taking. | |
| Play based learning will be taking place in the classroom where myself and Louise will be taking observations of their play but also providing challenges and extension through play.  Librarian visits from Claire Smith – fortnightly | | | | |
| **Numeracy and Mathematics** | | | | |
|  | | **Primary 1** | | **Primary 2** |
| **Number** | | **Subtraction to 10**  To understand the concept of subtraction:  To record subtraction sums.  To use subtraction facts to 5.  To use doubles and near doubles.  To use subtraction facts to 10. | | **Multiplication**  To understand the concept of multiplication  To use 2 times-table  **Division**  To understand the concept of division |
| **Beyond Number** | | Time  To know and use the days of the week  To tell the time – o’clock    Money  To recognise coins.  To add to 10p/£10.  To subtract within 10p/£10.  To use 1p, 2p and 5p coins. | | Fractions  To use halves and quarters.  To link doubles and halves of numbers.  **Time**  To know and use months of the year  To tell the time using half past.  To calculate durations – hours.  **Money**  To use the 10p coin.  To use the 20p coin.  To use the 50p coin. |
| **Health** | | | | |
| **Health** | | SHINE – Successful, Happy, Independent, Nurtured and Engaged  We will be looking at a number of different sessions that fall under these headings. This is a whole school approach that begins in Early Years and builds on all the way through the school. | | |
| **Interdisciplinary Learning** | | | | |
| **Big Question** | | How do we obtain food?  How are characteristics inherited?  What is a logo?  What is enterprise?  What makes us unique?  What makes a good friend?  What tasks are required to look after a baby?  What people are there to care for me?  How can we encourage others to care for our environment?  What are the key features of the values of Christianity?  What are the key features of the values of different world religions? | | |
| **Play Projects** | | Farm  Scientists  Music  Sounds At the zoo  Planes  Dance  Sports  Birds  Individual Play Projects | | |

**Timetable for the week**

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| **Day** | **Class** | **Teacher** |
| Tuesday | Music | Mrs Pottinger |
| Wednesday | Art | Mrs Burr |
| Thursday | P.E. | Mrs Ritchie |