**Primary 1/2 – Term 4 Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 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 compare preferences.  To identify and discuss characters. To identify and discuss settings. | | 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.  *To identify vowels.*  *To add vowels to complete CVC words.*  *To join letters in alphabetical order.*  *To match upper and lower case letters.* | |
| **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.  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 copy a scribed sentence.  To write a simple sentence.  To write 3 simple sentences that make sense together.  To know that a story has a beginning, middle and end. | | To describe a character using adjectives.  To describe a setting using adjectives.  To write a short story with a beginning, middle and end.  To re-tell a familiar story. | |
| 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. They will get **one** focus this week followed by an end of term report at the end of the school year.  For more information about the play based learning set up then please check the Glow blog or get in touch with myself or Mr Clark | | | | |
| **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.  **Numbers to 20**   * To use number sequence * To understand place value * To understand comparing and ordering * To use number names, ordinal numbers. * To understand estimating and rounding | | **Multiplication**  To understand the concept of multiplication  To use 2 times-table  **Division**  To understand the concept of division |
| **Beyond Number** | | Money  To recognise coins.  To add to 10p/£10.  To subtract within 10p/£10.  To use 1p, 2p and 5p coins.  Information Handling   * To use data handling processes. | | **Money**   * To use the 10p coin. * To use the 20p coin. * To use the 50p coin.   **Fractions**   * To use halves and quarters. * To link doubles and halves of numbers.   Information Handling   * To use data handling processes. |
| **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. | | |
| **PE** | | PE with Mrs Ritchie – Fitness, athletics and tennis (Both indoors and outdoors – weather depending). Mrs Ritchie will be working on their endurance, speed, power and strength and measuring their speed bounce and standing long jump. There will also be throwing the tennis ball for distance. They will be concentrating on hand eye co-ordination using large and small equipment. They will also be doing some work on speed, preparing for a class sports day. Throughout the term, Mrs Ritchie will be promoting respect and tolerance, determination and resilience, motivation, confidence and self-esteem and good communication.  Children will have access to outdoors for daily play opportunities | | |
| **Interdisciplinary Learning** | | | | |
| **Shetland/Our Community** | | We will be exploring places, investigating artefacts and locating them in time, developing an awareness of the ways we remember and preserve Scotland’s history.  We will make personal links to the past by exploring items or images connected with important individuals or special events in our lives.  **We will be able to** describe and recreate the characteristics of our local environment by exploring the features of the landscape.  **We will** explore the variety of foods produced in Scotland and discuss the importance of different types of agriculture in the production of these foods.  **We will explore our** community and the groups within it, identify and consider different types of housing and how they meet needs. We will also be able to describe the various ways in which land has been used. We will explore and appreciate the wonder of nature within different environments and we will play a part in caring for the environment.  Through activities in my local area, we will create and use maps of the local area.  **We will have a better** understanding of the importance of local organisations in providing for the needs of our local community. By exploring our local community, we will discover different roles people play and how they can help. In real life settings and imaginary play, we will explore how local shops and services provide us with what we need in our daily lives.  **We will experiment and look at** using a range of tools and equipment when working with textiles. When learning outdoors in differing weathers, we will describe and record the weather, its effects and how it makes us feel and can relate my recordings to the seasons.  **We will have more** awareness that different types of evidence can help us to find out about the world around us. | | |

**Timetable for the week**

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