

# Welcome to Spring Term in P2a!

## 4 Context Planner for Term 3

### Curriculum Area and Subjects

| Curricular area | Intended learning Context:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | E&Os                                                                                                                                         |                                                                                                                                                          |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L&amp;T</b>  | <p>Use props as a stimulus and begin to participate in group discussion by sharing their information, experiences, explanation, ideas and opinions.</p> <p>Communicate clearly and audibly with increasing confidence using the appropriate tone of voice for the given situation.</p> <p>Begin to respond appropriately to others' ideas and opinions.</p> <p>Begin to ask relevant questions to help clarify their understanding.</p> <p>Talk about the past, present and future.</p> <p>Use well-formed sentences when speaking.</p> <p>Say and respond to the numbers 1 to 31 in Spanish as part of songs, games and routines.</p> <p>I am learning to take part in simple Spanish conversations, saying my name and age.</p>                                                                                                                                                                                                                                   | <p>LIT 0-02a</p> <p>LIT 0-13a</p> <p>LIT 0-21a</p> <p>ENG 0-12a</p> <p>LIT 0-21b</p> <p>LIT 0-10a</p> <p>MLAN 1-01a, 1-01b, 1-02a, 1-05a</p> | <p>LIT 1-09a</p> <p>LIT 1-10a</p> <p>LIT 1-11a</p>                                                                                                       |
| <b>Reading</b>  | <p>Recognise different types of texts, including adventure stories, fairytales, signs, labels and simple poetry.</p> <p>Use the title, author and cover illustration to choose a suitable text and use characters, plots and settings to select and recommend during library time.</p> <p>Read to themselves for a short period.</p> <p>Begin to recognise simple nouns, verbs and adjectives in a text with support.</p> <p>Know that using a dictionary can help to define an unfamiliar words and use a basic picture dictionary to help understand unfamiliar words.</p> <p>Spot some of their own mistakes in reading and begin to correct these with support.</p> <p>Identify fiction and non-fiction texts and suggest where information about a topic could be found.</p> <p>Use the contents page and headings to find information in a text.</p> <p>Notice when a text is factual or shares an opinion and begin to sort fact and opinion statements.</p> | <p>LIT 0-04a</p> <p>LIT 0-14a</p> <p>LIT 0-19a</p> <p>LIT 0-09a</p>                                                                          | <p>LIT 1-11a</p> <p>ENG 1-12a</p> <p>LIT 1-13a</p> <p>LIT 1-14a</p> <p>LIT 1-15a</p> <p>LIT 1-16a</p> <p>ENG 1-17a</p> <p>LIT 1-18a</p> <p>ENG 1-19a</p> |
| <b>Writing</b>  | <p>Use spelling patterns and knowledge of tricky words to write independently. Work on reading what they have written to check it makes sense. Use appropriate punctuation correctly and present their writing in a clear and legible way.</p> <p>Begin to build sentences using nouns, verbs and adjectives.</p> <p>Use the words 'first', 'next' and 'last' to create a text with a beginning, middle and end.</p> <p>Begin to use at least two interesting and ambitious words in their writing and use plurals of commonly used words.</p> <p>Use simple present (I play), present continuous (I am playing) and simple past (I played) tenses.</p> <p>Describe events in sequence using first, next, at the end.</p> <p>With support use nouns, verbs and adjectives in their sentences.</p> <p>Can create a story that has a beginning, middle and end.</p> <p>Begin to write interesting sentence openers to hook the readers.</p>                           | <p>LIT 0-01a</p> <p>LIT 0-11a</p> <p>LIT 0-20a</p> <p>LIT 0-26a</p>                                                                          | <p>LIT 1-21a</p> <p>LIT 1-22a</p> <p>LIT 1-23a</p> <p>LIT 1-24a</p> <p>LIT 1-25a</p> <p>LIT 1-26a</p> <p>LIT 1-28a</p> <p>ENG 1-31a</p>                  |
| <b>Numeracy</b> | <p>Recognise the multiplication and division symbols and understand what they are used for.</p> <p>Use concrete and pictorial approaches to count in groups of 2s and 10s and make links to their relevant times tables.</p> <p>Develop their understanding of multiplication as repeated addition.</p> <p>Describe a simple array using the language of rows and columns, and determine the total number of dots in a simple array.</p> <p>Use concrete manipulatives to share items into smaller equal group and determine the number of equal groups.</p> <p>With support - to solve a one-step multiplication problem using concrete materials, equal groups and arrays, and solve a one-step division problem using concrete materials, sharing and grouping.</p>                                                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                          |
| <b>Maths</b>    | <p>Confidently understand and demonstrate the meaning of the word 'whole'. Recognise, read and write the word 'half'</p> <p>Split a whole object into halves and quarters and understand this is 2 or 4 equal parts.</p> <p>Use a range of partitioned and unpartitioned shapes to understand their understanding of a half and quarter.</p> <p>Know that a half is bigger than a quarter.</p> <p>Half any even number within 10.</p> <p>Read o'clock and half past times on an analogue and digital clock, and convert between the two.</p> <p>Record the date in numerals, and know how many minutes there are in an hour and half hour.</p>                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |                                                                                                                                                          |
| <b>HWB</b>      | <p>RSHP – Kindness and Empathy, When Friends Fall Out,</p> <p>Building Resilience Programme - Have a goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |                                                                                                                                                          |

## Ethos and Life of the School as a Community

| Experience       | Intended Learning<br>Context:                                                                                                                                           | E&Os                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Chicken week     | /                                                                                                                                                                       | /                                                |
| Outdoor learning | Looking at what plants need to grow,<br>Planting in the orchard.<br>Visit to the chickens and understand what animals need to be healthy and looked after.              | SCN 0-03a<br>HWB 0-35a<br>TCH 0-04a<br>HWB 0-38a |
| SDS meta skills  | Initiative – We are learning to ask questions to clarify meaning and ensure understanding, break tasks into smaller parts to plan next steps and to persist with tasks. |                                                  |

## Interdisciplinary Learning

| Curricular area  | Intended Learning<br>Context:                                                                                                                                                                                                                   | E&Os                                                          |                                                                            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------|
| Social Subjects  | Explore foods produced in Scotland and discuss the different types of agriculture used in the production of these foods. Understand why farming is important to Scotland<br>Discuss significant figures in Scottish culture, e.g. Robert Burns. | SOC 0-01a<br>SOC 0-04a<br>SOC 0-15a                           | SOC 1-09a<br>SOC 1-03a                                                     |
| Science          |                                                                                                                                                                                                                                                 |                                                               |                                                                            |
| Expressive Arts  | Create a range of visual designs related to our topic of Scotland<br>Exploring Scottish music and instruments and learning Scottish country dancing.                                                                                            | EXA 0-07a<br>EXA 0-09a<br>EXA 0-10a<br>EXA 0-11a<br>EXA 0-18a | EXA 1-07a<br>EXA 1-17a<br>EXA 1-08a<br>EXA 1-09a<br>EXA 1-10a<br>EXA 1-11a |
| Technologies     | Explore different foods that are produced in Scotland and compare them to foods from other countries.                                                                                                                                           | HWB 0-35a                                                     | TCH 1-04b                                                                  |
| Outdoor learning |                                                                                                                                                                                                                                                 |                                                               |                                                                            |
| Modern Languages | Spanish-<br>Numbers<br>Greetings and introductions<br>The date and weather (as part of daily routines)                                                                                                                                          |                                                               | MLAN 1-02a<br>MLAN 1-02b<br>MLAN 1-03a<br>MLAN 1-05a                       |
| RME              | Christian festivals - Easter<br>Muslim festivals - Ramadan and Eid<br>Lunar New Year                                                                                                                                                            | RME 0-01a                                                     | RME 1-01b<br>RME 1-03a                                                     |

## Opportunities for Personal Development

| Experience                         | Intended Learning<br>Context:                                                      | E&Os |
|------------------------------------|------------------------------------------------------------------------------------|------|
| Learn Anytime, Learn Anywhere maps | Introduce and use LALA maps to identify and explore learning in and out of school. |      |

## DON'T FORGET

PE- Wednesdays and Fridays

## HOME LEARNING

### P2 Sounds

These are the sounds we have learnt so far. Children can practise reading and writing words with these sounds at home to support their learning in school.

#### Block 1 Sounds

a t p n i s m r e  
h d o g f u b l c  
k j v w qu x y z

#### Block 2 Sounds

sh ch th wh ai ay ee ea  
igh -y (like fly) oo ew oa ow (like  
low) ou ow (like cow) oi oy au  
aw

#### Block 3 Sounds

End consonant blends: rk nd st mp  
lt sk nt ft sp lk ng nk  
Start consonant blends: br cr dr fr  
gr pr tr bl cl fl gl pl  
sl sc sk sm sn sp st  
sw tw

### P2 Tricky Words

These are the tricky words we have covered so far. Children can practise writing and reading these words at home to support their learning in school.

#### Block 1

I the to he me is his put was  
want saw no

#### Block 2

go we be she are they all some  
come said one you her of were  
there into here do as

#### Block 3

so very every two only over any  
water many would should could  
where what who why find kind

Here are some ideas of active spelling activities to try at home. These can be used for tricky words and sounding out words.

#### UPPER and lower

Write each word two times - once in UPPER case and once in lower case.

#### Type it out

Type out the words on a computer or ipad.

#### Rainbow Words

Write the words out in pencil. Then draw around each letter 5 more times using a different colour.

#### Pyramid Writing

Write the words like a pyramid. e.g  
m  
ma  
map

#### Join the Dots

Write each word using dots. Then join the dots together using a coloured pencil to make the words.

#### Finger Paints

Use finger paint to spell the words. Try using a different colour for each word!

#### Bingo

Put 6 words onto a bingo board and play word bingo!

#### Bubble Letters

Write the words in bubble writing. You can colour them in afterwards too!

## P2 Numeracy Home Learning

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Activities to do with a hundred square:

- Practise skip counting in 2s and 10s (and 5s as a challenge!)
- Find the number before and after
- Find the missing number.
- Number recognition.

We have also been practising the 2 and 10 times tables - children can practise this at home to support school learning.

A useful website for maths games is - [topmarks.co.uk](https://www.topmarks.co.uk)