

<b>ABERNETHY SCHOOL</b>	<b>TERMLY LEARNING TREE</b>	<b>TERM : Jan 22 - Apr 22</b>
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<b>Context for Learning: Helping Hands</b>	<b>Teacher: Miss Sangster</b>	<b>Class: P2/3</b>
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<p><b>Reading:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Read with appropriate expression, tone and use techniques including punctuation, context clues, common words, decoding and blending to help me read.</li> <li>• Choose a text to read for my enjoyment and explain why.</li> <li>• Ask and answer questions to help me make sense of a text, while sharing own opinion.</li> <li>• Recognise the difference between fact and opinion.</li> </ul>	<p><b>Talking &amp; Listening:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Select spoken texts to listen to for enjoyment for specific purposes.</li> <li>• Use my listening and talking skills when exploring the Scots language.</li> <li>• Use my listening skills and strategies.</li> <li>• Ask and answer a variety of questions verbally during comprehension or class discussions/debates to show understanding.</li> <li>• Recognise the differences between fact and opinion.</li> </ul>	<p><b>Science/Social Studies:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Discuss our neighbourhood</li> <li>• Looking at maps</li> <li>• Discuss what spaces/homes are in the community (e.g. shops, care homes, parks).</li> <li>• Compare our community to another community.</li> <li>• Discuss how to land in our local community is used.</li> <li>• Discuss the effect that looking after our school and community will have.</li> <li>• Discuss how we can encourage others to look after the community.</li> <li>• Discuss different groups in the community.</li> <li>• Discuss different places in our community that help people.</li> <li>• Look out for items in the community that help people who are elderly, blind, deaf or disabled.</li> <li>• Create a map of the local community and label some places.</li> </ul>	<p><b>Mathematics/Numeracy(including mental and problem solving):</b> I am learning to -</p> <p><b>Number and Number Processes (Multiplication and Division)</b></p> <ul style="list-style-type: none"> <li>• Use multiplication and division facts to solve problems within the number range i) 0-20 ii) 0-100.</li> <li>• Multiplies and divides whole numbers by 10 and 100.</li> <li>• Applies strategies to determine multiplication facts i) repeated addition ii) equal groups iii) grouping arrays iv) multiplications facts v) number line (skip counting) vi) partitioning vii) grid method viii) column method.</li> <li>• Applies strategies to determine division facts i) repeated subtraction ii) repeated addition iii) grouping iv) sharing v) halving vi) partitioning vii) column method viii) short division.</li> <li>• Demonstrates understanding of the commutative law (<math>2 \times 4 = 4 \times 2</math>).</li> <li>• Applies knowledge of inverse operations (multiplication and division).</li> </ul>
<b>LITERACY</b>		<p><b>Technologies:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Use a device to take photos of our objects in our local community.</li> <li>• Use software to look at our community (google earth/maps).</li> <li>• Use search engines to research our local community.</li> <li>• Make a model of our community (homework task).</li> <li>• Build digital tech. skills using ipads, laptops and posting on seesaw.</li> </ul>	<p><b>Patterns and Relationships</b></p> <ul style="list-style-type: none"> <li>• Describes number patterns on a multiplication and number square.</li> <li>• Count forwards and backwards in i) 2s ii) 3s iii) 4s iv) 5s v) 10s</li> <li>• Describes, continues and creates number patterns using addition, subtraction, doubling, halving, skip counting and known multiples.</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• Use and understand the terms equal to =, not equal to <math>\neq</math>, less than &lt;, more than &gt; when comparing quantities.</li> </ul> <p><b>Measurement (length, weight and capacity)</b></p> <ul style="list-style-type: none"> <li>• Make estimations.</li> </ul>
<p><b>Writing:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Improve my handwriting - i) forming letters correctly with ascenders/descenders ii) form the second and third join</li> <li>• Write i) write a sequence of sentences with finger spaces, capitals and full stops. ii) introduce interesting vocabulary, connectives and openers to add detail and interest to my writing. iii) begin to check that my writing makes sense building self editing skills. iv) begin to explore different punctuation I could use in my writing.</li> <li>• Create a variety of different texts (letters, instructions and poems) for different purposes considering the features and structure of each fiction or non-fiction genre.</li> <li>• Use relevant vocabulary as appropriate for context.</li> </ul>	<p><b>French:</b> I am learning to -</p> <ul style="list-style-type: none"> <li>• Revising greetings, classroom instructions, days of the week, lunch choices, food, age.</li> </ul>		

<ul style="list-style-type: none"> <li>Continue to use my knowledge of common words and practise tricky words and build knowledge of spelling patterns and sounds.</li> <li>Experiment with different Scots language tools i) tone ii) gesture iii) expression.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary to describe myself and for my body parts.</li> <li>Reading saying and counting numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of instruments (e.g. scales and rulers).</li> <li>Record measurements with standard units (mm, cm, g, kg, ml, l)</li> <li>Compare measurements with estimates.</li> <li>Make conversions between units of measurement (m to cm).</li> <li>Read a variety of scales with simple fractions.</li> </ul> <p><b>Information handling (data and analysis)</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions to extract key information from i) bar graphs ii) Carroll diagrams iii) frequency tables iiiii) pictograms iv) venn diagrams</li> <li>Select and use ways of gathering and sorting data i) survey ii) questionnaire iii) tally</li> <li>Use a variety of different ways to display data.</li> <li>Include suitable titles, labels and scales (including where one unit represents more than one value) in graphs.</li> </ul>	
<p><b>Music:</b></p> <p>I am learning to -</p> <ul style="list-style-type: none"> <li>Singing for the elderly.</li> </ul>	<p><b>Drama:</b></p> <p>I am learning to -</p> <ul style="list-style-type: none"> <li>Helping others role play.</li> </ul>	<p>Health and Wellbeing (including P.E.):</p> <p>I am learning to -</p> <p>P.E -</p> <p>Gymnastics continued</p> <ul style="list-style-type: none"> <li>Show awareness of space</li> <li>Use different levels of speed, height and direction.</li> <li>Show awareness of different body parts.</li> <li>Create different body shapes.</li> <li>Show control and form when performing various jumps.</li> <li>Show control and form when performing various rolls.</li> <li>Hold balances in various shapes with and without equipment.</li> <li>Work with a partner to hold balances.</li> <li>Demonstrate awareness of space and safety when performing different skills.</li> <li>Link movements to create a sequence.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of a range of verbal and non-verbal commands relating to dance.</li> <li>Combine actions to create movement sequences with or without others in response to a stimuli (e.g. words or music).</li> <li>Identify strengths and next steps while setting personal goals.</li> <li>Adopt various roles when working as part of a team.</li> </ul> <p>Cross country</p> <ul style="list-style-type: none"> <li>Develop trust, team work, cooperation and problem solving skills.</li> <li>Develop our fitness and stamina.</li> <li>Describe how to body feels after an activity.</li> <li>Move at different speeds.</li> </ul>	<p><b>Religion:</b></p> <p>I am learning to -</p> <ul style="list-style-type: none"> <li>Caring for others.</li> <li>The Lorax stimulus.</li> <li>Raksha Bandhan (Hinduism), The good Samaritan (Christianity), Langar (Sikhism), be my guest (Islam), The monkey king (Buddhism).</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS</b></p> <p><b>Dance:</b></p>			<p><b>Art &amp; Design:</b></p> <p>I am learning to -</p> <ul style="list-style-type: none"> <li>Draw a picture of your favourite place.</li> <li>Draw people who work in our community.</li> <li>Design and draw a new community.</li> <li>Design and draw a happy home.</li> <li>Art relating to helping others <ul style="list-style-type: none"> <li>Helping handprints</li> </ul> </li> </ul>

		<p>Health -</p> <ul style="list-style-type: none"> <li>• Exploring what it is like to have a growth mindset.</li> <li>• Topic -</li> <li>• Our needs (linked to rights) and wants, linking to homes.</li> <li>• Identify places in our community that have been adapted to suit peoples needs (e.g. wheel chair ramp).</li> <li>• Compare needs with my peers.</li> <li>• Needs of our community (who needs extra help?).</li> <li>• How can we help in the community?</li> <li>• Living home standard. (happy homes, which home?).</li> <li>• Exploring homelessness and how to tackle it (Salvation army).</li> <li>• Participating in food and clothes banks.</li> <li>• Medicine safety.</li> <li>• Exploring loneliness and its impact on health.</li> <li>• What meaningful connections do we have?</li> <li>• Exploring caring for the elderly (how may they need help and by who?)</li> <li>• World of work in the community (helpers).</li> </ul> <ul style="list-style-type: none"> <li>• With Mrs Livingstone -</li> <li>• recognise that our moods can change on different days and that we can all have bad days.</li> <li>• understand that bad times don't last.</li> <li>• recognise that colour can depict emotion in art and literature.</li> <li>• share experiences of change in our lives and respond to those of others.</li> </ul>	
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