

# P1/2 Intended Learning 19/11/18

## Religious Education

I have experienced opportunities to listen to and share my responses to stories that reflect the Christian values of friendship, caring and love that God shows His people. With the help of my teacher, I can identify times when these values have been shown in my playground, home and classroom interactions.

I know that, when I demonstrate these Christian values of friendship, caring and kindness, I am living as God wants me to.

## Health and Wellbeing

I can kick a ball, using the inside of my foot, along the ground towards a target.

I can talk about how a task could be improved.

Talk about own learning, strengths, and next steps.

### P1 Writing

- To space out my words when I am writing
- To form my letters correctly
- To word build CVC words using the sounds taught
- To hold a sentence in my head and write it
- To complete a sentence writing words in the missing gaps

### P1 Listening and Talking

- To increasingly take turns when listening and talking
- To show an awareness of gesture, expression and emotion
- To use an appropriate volume of voice

### P1 Reading

- To begin to ask and answer questions at different levels about events and ideas in my text during story time
- To ask questions to help me predict what will happen next
- To guess what is going to happen in a story that has repeated patterns

### P1 Literacy

- To revise the sound and appearance/graphic of the sounds already taught
- To practise spelling and reading the following **'red' words**  
I, the, you, your, said, was, are, was, of, want, what

### P2 Writing

- To use my word book with tricky spellings
- To hold a sentence in my head and write it
- To check my work to ensure capital letters, finger spaces and full stops are in the correct place
- To write about a mouse in the house

### P2 Listening and Talking

- To share appropriate ideas, information and experiences
- To show respect by listening to the responses of others
- To use eye contact to show interest
- To use appropriate gesture when engaging with others

### P2 Reading

- To use the cover, title and pictures before I read to help develop my understanding of the text
- To make simple predictions about the text
- To begin to spot my own mistakes in reading

### P2 Literacy

- To revise the sound and appearance/graphic of the sounds set 3
- To practise spelling and reading the following **'red' words**  
bought, caught, through, thought

## Numeracy

### Primary 1:

- I can partition flashed patterns to 6
- I can partition visible patterns to 10
- I can say the next one, two, three number words forward
- I can say the next one, two, three number words backward

### Primary 2:

- I can work out subtractive tasks using a row of 20 dots and small screens
- I can work out how many counters have been removed from a collection (missing subtrahend task) using a row of 20 and small screens
- I can recognise and identify numerals
- I can use numeral tracks and screens to count over decades forwards and backwards and find cover numerals

## Skill/ Disposition Focus

Primary 1: Reflect: I can tell someone what I've been doing

Primary 2: Reflect: I can tell someone what I've learnt

