

# P1/2 Intended Learning 23/04/18

## Religious Education

To know the name of our patron saint who watches over us and protects our school community.

To understand that when I pray, God is calling me to be with Him and to listen to Him.

## Health and Wellbeing

To explore running, jumping and throwing activities and take part in simple challenges.

To begin to talk about the skills I am developing in my work and accept constructive feedback.

### P1 Writing

- To finish sentences in a simple set of instructions
- To put the sentences in the correct sequence
- To match the sentences to the correct pictures or diagrams

### P1 Listening and Talking

- To make a response to what others have to say in a group
- To listen to and take part in conversations and discussions

### P1 Reading

- To apply my knowledge of sounds and **red words** in my reading task
- To use **Fred Talk** to help me read unfamiliar words
- To retell repetitive parts of the story
- To express my views about different texts in pictures, discussion, etc

### P1 Literacy

- To identify the sound and appearance/graphic of the following **consonant clusters** sk/sp/st
- To attempt to blend and word build words containing sk/sp/st
- To revise the following **red words** : ' (to', 'they', 'any' 'many', 'anyone', one, come, some)

### P2 Writing

- To write a simple set of instructions in the correct sequence
- To use pictures and diagrams to make my instructions clearer.

### P2 Listening and Talking

- To beginning to communicate clearly and audibly
- To sustain focus, make eye contact and maintain the discussion

### P2 Reading

- To read the words in the story speedily using **Fred talk** in my head if needed
- To apply my knowledge of sounds and **red words** in my reading task to increase fluency
- To describe the main plot in a story and say what I think of it
- To relate some settings, events and characters to my own experiences

### P2 Literacy

- To identify the sound and appearance/graphic of the following **consonant clusters** sk/sp/st
- To attempt to blend and word build words containing the sounds; sk/sp/st
- To recognise and write the following **red words** ('once, buy, worse, walk, talk, love, above, two)

## Numeracy

### Primary 1:

- To begin to make direct comparison of lengths using language such as longer, shorter,... longest, shortest,...
- To begin to use arbitrary and non-standard units to measure and compare lengths
- Describe, organise and make equal groups
- Describe, organise and partition equal shares

### Primary 2:

- To make direct comparison of lengths using language such as longer, shorter,... longest, shortest,...
- To use arbitrary and non-standard units to measure and compare lengths
- Determine the number in screened and partially screened equal groups
- Determine the number in a screened array

## Skill/ Disposition Focus

Primary 1: Collaborate, value and support others: I can take turns in an activity  
Primary 2: Collaborate, value and support others: I can share ideas and listen to a partner

