

## Literacy

### Reading

We will build on our knowledge of sight vocabulary, phonics, and punctuation, to further develop fluency and **expression** in our reading.

We will focus on how the author implies information to further our understanding of the text. We are learning to support and evidence ideas by quoting our novels. We will use a range of non-fiction texts to learn more about pirates.

### Writing

We will focus on instructional writing, learning how to write clear and accurate instructions for our reader. Practise this at home by discussing the sequence of daily activities e.g. How do I make my cornflakes?

- Gather a spoon, a bowl, milk and cereal.
- Pour the cornflakes into a bowl.
- Add the milk.

This will help children to break down the process and aid their instructional writing.

We will make a dictionary of pirate words and key vocabulary to help us understand how a dictionary works. Practise the alphabet at home by asking children to look in a dictionary and find words beginning with a certain letter.

### Listening and Talking

The children will prepare and present a small talk to describe an imaginary pirate of their own design.

## P3P Curriculum Overview

April - June 2018

### Pirates



### How you can help at home

#### Literacy

It is important that you continue to hear your child read and discuss the text with them.

Use word maker sheets or magnetic boards to **say-make/break-blend-read-write** words.

As our words and sounds become increasingly more complex, please continue to practise reading and writing our most recent stage 3 common words.

#### Numeracy/Maths

You could give your child "quick fire" questions on addition, subtraction or 2,5,10 times table to build and maintain their mental maths stamina. Talk to your child about directions and use this language when out and about e.g. How would we get to school from here? We need to turn left at the end of the road to reach the school.

## Numeracy and Maths

### Numeracy

We will be using mental maths strategies to develop our accuracy and speed when recalling number facts. This will enable us to confidently add and subtract mentally rather than using materials or "finger counting". You will find attached a selection of some of the strategies we will be using. The children are used to talking through their mathematical thinking in class. Encourage your child to work mentally on a question then to explain how they got their answer.

### Maths - Position and movement

Through our Pirates topic we will investigate co-ordinates and will use them to find grid positions. We will become more familiar with positional language e.g. left, right, half-turn, full-turn, clockwise/anti-clockwise and how to use these terms when planning a route.

### Health and Well-being

#### P.E. (Wednesdays)

In PE we will be working on team games and preparing for Sports Day. Now that the better weather has arrived, please could you make sure children have outdoor shoes for PE lessons.

#### PSD

We will be learning to co-operate with others in topic related group activities. We will also be looking at healthy eating by studying the food groups and food nutrition labels.

## Mental Maths Strategies

### Adding

*Make a friendly number*

e.g.  $62 + 9 = ?$

Make nine a "friendly" number by rounding it to ten. Add on ten then take off the one.  
 $62 + 10 = 72$   
 $72 - 1 = 71$

*Partitioning numbers*

e.g.  $23 + 52$

Split the numbers into tens and units. Add the tens together and then the units together.  
 $23$  is  $20 + 3$   
 $52$  is  $50 + 2$   
 $20 + 50 + 3 + 2 = 75$

### Subtracting

*Adding on*

e.g.  $58 - 42$

If the numbers are close to one another you can "count on" to see what the difference is between the numbers.  
 $42 + ? = 58$

### Multiplication

*Fact families*

e.g.  $6 \times 2$

You might not know the  $\times 6$  table but  $6 \times 2$  is the same as  $2 \times 6$ .

*Repeated addition*

e.g.  $4 \times 2$

$4 \times 2$  is the same as  
 $2 + 2 + 2 + 2 = 8$

*Skip Counting*

e.g.  $5 \times 6$

$5 \times 6$  is the same as skip counting in the 5 times table six times.  
 $5, 10, 15, 20, 25, 30$

*Multiplying by 9*

e.g.  $4 \times 9$

Make nine a "friendly" number by rounding it to ten. Find four tens then take off one four.  
 $4 \times 10 = 40$   
 $40 - 4 = 36$