**Curriculum for Excellence Termly Overview**

Term 1 Session 2017/18

Class: P4M

This is an overview of your child’s learning over the course of term 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Area** | **Experience and Outcome** | **Learning Context** | **Home Links** |
| Literacy | I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a  I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a | Writing – Using our Electricity and Sound topic we shall explore non-fiction writing. We will be creating posters, leaflets and science reports.  Reading - Focus on fluency, expression when reading aloud and comprehension. | Big Talk Homework this term will be focussed around the layout of leaflets and the content in them. Please find, share and discuss with your child.  Please discuss with your child their current sound and find opportunities to find it written out with the classroom.  Spelling homework – please check and sign when completed.  Independent reading with your child using their personal reader. |
| Numeracy | I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. MNU 1-02  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a  I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a | Be able to read, write, recite and order numbers up to at least 1000, starting from any given number in a sequence.  Count forwards/backwards in at least 10s or 100s to any whole number up to at least 1000.  Recall multiplication facts quickly and accurately (pupils will work through the tables at their own speed.)  Estimate the position of numbers to 100 and beyond on a number line.  Make reasonable estimates of quantities to 100. | Practise place value chart knowledge. Counting forward and back in 10s and 100s at the shops.  <http://www.ictgames.com/sharkNumbers/sharkNumbers_v5.html>  <http://www.ictgames.com/LIFEGUARDS.html>  Practise times table covered in P3 – 2, 5 and 10 times tables.  Practise new times tables as they are introduced in class.  <https://www.topmarks.co.uk/maths-games/hit-the-button>  Practise estimation of distances, costs, number of people etc. |
| Health & Wellbeing | I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a  I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 1-16a**  I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 1-17a**  I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 1-20a** | PE – Focus on ball skills and developing fitness levels.  Through our ‘Electricity and Sound’ topic we shall explore safety, managing risk and the types of jobs available in the energy sector. | Encourage your child to be physically active.  Discuss the importance of safety when working with electricity. Talk to your child about the jobs people do in this sector. |
| Other curricular areas | I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b**  During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. **TCH 1-13a**  I can contribute to a discussion of the difference between my needs and wants and those of others around me. **SOC 1-16a** I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a**  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. **EXA 1-07a**  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 1-09a**  I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. **SCN 1-09a**  By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. **SCN 1-11a** | Topic – Electricity and Sound  Design our own sustainable city, create by reusing materials.  Explore and discuss communities around the world and their use of energy. Discover potential solutions to issues.  Learn about artists who use sound and energy in their work. Create a dance sequence using sound.  Learn about electrical circuits and symbols.  Build ‘series’ and ‘parallel’ circuits. Work as a team to build a miniature wind turbine.  Explore ways of producing sound and discover ways to change the pitch. | Discover how many sustainable qualities Stonehaven has, for example, recycling, renewable energy etc.  Watch and discuss news articles with your child about communities around the world.  Discuss different types of art with your child and research an artist who uses electricity or sound in their pieces.  Encourage your child to point out items in your home that use electricity. Discuss where the electricity comes from and how it is produced. Discuss any ways in which you could save electricity. |