

Primary 5

Mathematics and Numeracy

- Number and Number Processes
- 2D and 3D Shape
- Angle, Symmetry and Transformation
- Ideas of Chance and Uncertainty
- Estimation and Rounding
- Fractions, Decimals, Percentages and Ratio
- Financial education
- Measurement
- **Mental Maths Skills (Ongoing)**

Technologies

- Use of technology in learning
- Use of technology to produce posters
- Class Dojo to share learning

Sciences

- Biodiversity and Interdependence e.g. classifying invertebrates, adaptation, extinction.
- Lifecycles
- Ecosystems, importance of plant life for society
- Halloween – slime
- Biosphere – senses and biospheres

Social Sciences

- Citizen's rights and responsibilities
- Children's rights and responsibilities
- Elections and voting
- MSP, MP, Local Council role and responsibilities.

Outdoor Learning

- Orienteering- Dalbeattie
- Nature Garden
- Playground
- Biosphere Explorers

Literacy

- **Listening and Talking, Reading and Writing Skills (Ongoing)** study
- HOTs activities
- Setting
- Imaginative and personal writing
- Newsround

Contexts for Learning

- **Living Things**
- **Local & National Government**

- **Back to school**
- **Hallowe'en**
- **WW1**
- **St Andrew's Day**
- **Christmas**

Modern Languages

- Spanish will be introduced by 2020
- French: greetings colours numbers to twenty

August to
December
Term



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Health and Wellbeing

- Friendships and relationships
- Media and advertising – choices.
- PE – ball skills
- Scottish dancing

Art, Drama and Music

- Singing music
- Christmas songs
- Drama – WW1 freeze frames
- Art – living things
- Artists – Georgia O'Keefe, Ailsa Black, K. Morrison

Religious and Moral

- Values – democracy
- Other World Religions Judaism
- Beliefs and Practices.
- Christianity Christmas and the Nativity Story
- Easter

Community Links

- Class Dojo
- Open evening
- Parent helpers
- Dumfries museum – WW1

Other Learning Links

Roald Dahl Day
Biosphere link



Successful Learners

- I can explain the difference between rights and responsibilities.
- I have asked and answered questions to help me find out more about my classmates.
- I have built on my knowledge of ICT to collect information and organise it in an appropriate way.
- I can show what I have learned by asking relevant questions.

Confident Individuals

- I can participate in opportunities that will allow me to make new friends.
- I have taken part in and contributed to discussions about rules for our class charter.
- I am aware of and able to express my feelings and am developing the ability to talk about them.

Responsible Citizens

- I have created some class rules which are based on the articles of the UNCRC.
- I have discussed the link between our needs and the UNCRC within the context of creating our new class charter.
- I can listen well in discussions and value other students' opinions.

Effective Contributors

- I can share how I feel and explain why I feel the way I do.
- I have designed a puzzle piece that represents my own uniqueness and added it to a class mural.
- I contribute to making my school community one which values individuals equally and is a welcoming place for all.

Successful Learners

- I can label living things in the nature garden to describe how they feel
- I know some of the main bones in the human skeleton.
- I can explain the terms producer and primary / secondary consumer.
- I know and can give examples of vertebrates and invertebrates.
- I can name the parts of plants and flowers.
- I can record results of a science experiment.
- I have explored four of the five senses working with the Galloway Glens Biosphere ladies.

Confident Individuals

- I can research life cycles and present findings to my class.
- I can work as part of a group and work individually to research and record findings.
- I can discuss what I think will happen in an experiment and why.
- I can take photographs and upload them to a computer.
- I can give a presentation in front of my class about an endangered species.

Responsible Citizens

- I know the effects humans have on the environment, especially wildlife.
- I can encourage others to look after the environment.

Effective Contributors

- I can work with a partner to research facts about a species of animal.
- I can take part in a discussion about animal food chains.
- As a class we can inform other children in school about Living Things (displays and pictures).
- I can use ICT to produce posters and informative work

Health and Wellbeing

Say how Government affects my everyday life e.g. my education. **HWB 2-03a**

Write letter to local councillor inviting them to tell them about their roles. **HWB 2-20a**

Local and National Government Primary 5 Term 2

AiFL

- Pre topic KWL
- Quiz at end of topic
- Summative assessment of skills and knowledge gained during topic, traffic light webs

Literacy

I can write letter to my local MSP asking questions about their role and inviting them to visit our class. **LIT 2-26a, LIT 2-27a, ENG 2-30a**

I can use a glossary, to help my research, with the words to describe areas of the parliament and things I would find on a visit there. I can find out who my local councillors are and research the Scottish parliament through appropriate games. **LIT 2-14a**

I can participate in a debate about issues in my local area and give an educated argument in the style an MSP would have to in the Chamber. (Class vote at end in style of Parliament) **LIT 2-02a, LIT 2-07a, LIT 2-08a**

In a group I can discuss the role of the Scottish Parliament and compare to my knowledge of the European Parliament. **LIT 2-05a, LIT 2-02a**

Technologies

I can use ICT throughout my studies to find information and check sources are factually correct.

I can listen to, watch and read to support my learning **TCH 2-03a TCH 2-03b**

I can work in a pair to design a questionnaire and vote for the best out of the class to use as a survey. **TCH 2-03a**

Numeracy

I can organise the events leading up to the Scottish Parliament re-opening in 1999 on a timeline starting in 1235*. **MNU 2-10a**

I can gather the results of surveys producing the information on charts and discussing ideas. **MNU 2-20b**

Expressive Arts

I can choose a suitable name and slogan for my political party. I can use art materials or computer graphics to design a logo and colour for my party. **EXA 2-02a**

I can create a script with my peers and role-play a political broadcast- understands the term impartial- as either the political correspondent or politician. **EXA 2-14a, ENG 2-31a**

I can design a poster to promote a healthy eating policy of the Scottish Parliament e.g. sustainable fish. **EXA 2-04a, HWB 2-37a**

Social Studies

I can name all political parties and research their key policies. I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-15a, SOC 2-17a**

I can use the terms constituency and representative, listing all the Scottish constituencies on a map and sorting them into which region of Scotland they belong to. **SOC 2-14a**

I can research the history of the Scottish Parliament- who, when, why involved*. **SOC 2-01a, SOC 2-02a**

I can share matters of Government into devolved and reserved matters through playing a game*. **SOC 2-15a**

I can explain how the needs of a group in my local community are supported by compiling a list of things I would like to change about their local area. **SOC 2-16a**

Sciences

I can research the impact Scottish Government Policies will have on my life e.g. air pollution targets, and who is responsible for enforcing these. **SCN 2-20a, SCN 2-20b**

Primary 5

We learned about rugby skills and Scottish country dancing.



We are sharing our achievements with others.



We took part in a pupil councillor election.



We learned from the Biosphere explorers.



We looked at techniques for drawing living things.

We got to know each other at the beginning of term.



We are reaching our targets in Accelerated Reading.



August to
December
Term



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Primary 5

Mathematics and Numeracy

- Number and Number Processes
- Expressions and Equations
- Angle, Symmetry and Transformation
- Map skills – hill walk
- Multiples, Factors and Primes
- Fractions, Decimals, Percentages and Ratio
- Money
- Time
- **Mental Maths Skills (Ongoing)**

Technologies

- Design a piece of jewellery inspired by Mary Queen of Scots.

Sciences

- Science week investigations
- Board Game

Social Sciences

- Local and national landscape.
- Maps and mapping including compass rose.
- Key Scottish landmarks
- Key figures in Scottish history.
- Compare how people lived then to now.
- Sources, evidence and knowledge of the past.
- Chronology.

Literacy

- **Listening and Talking, Reading and Writing Skills (Ongoing)**



January to
March
Term



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Modern Languages

- French

Contexts for Learning

History

- **Life and Times of Robert Burns**
- **Life and Times of Mary Queen of Scots**
- **Geography of Scotland**

- **Scots Language**
- **Easter**



Outdoor Learning

- Mary Queen of Scots hill walk
- Map skills
- Orienteering at Dalbeattie Forest
- Edinburgh trip
- Carsphairn hillwalk

Community Links

- Global Play Day
- Edinburgh trip
- World book day
- Comic Relief

Health and Wellbeing

- Internet safety
- Food technology
- PE – Dodgeball, Gymnastics

Art, Drama and Music

- Ukulele lessons – Feis Rois concert
- Music – tuned percussion skills
- Class assembly performance
- Assembly music – auld lang syne and Mary Queen of Scots facts
- Design a piece of jewellery
- Art – book cover, Ailsa Black
- Scots poetry performances to Burns society

Religious and Moral

- Christianity symbols and parables
- Christianity Easter

Other Learning Links

- 50 years since man on the moon
- Comic Relief
- Second Level Scotland Day



Primary 5

We dressed up as Robert Burns, Mary Queen of Scots, Elizabeth I, Earl of Bothwell and Lord Darnley for our class assembly.

We walked along an old road Mary Queen of Scots used.



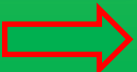
We explored Edinburgh Castle, Museum of Scotland and learned about Holyrood Palace on our trip to Edinburgh.



**January to
March
Term**



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Primary 5

Literacy

- *Listening and Talking, Reading and Writing Skills (Ongoing)*



April to
July
Term



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Mathematics and Numeracy

- Number and Number Processes
- Angle, Symmetry and Transformation
- Data Analysis
- Measurement
- Mathematics – its impact on the world
- *Mental Maths Skills (Ongoing)*

Modern Languages

- French will be introduced by 2020

Health and Wellbeing

Relationships and feelings
Racket skills
Superscot Awards
Sports Day

Technologies

Data handling graphs
Research on an inspirational person
Video clips-explanation of Magnetism
Electrical safety and magnetism games

Contexts for Learning

- **Electricity and Magnetism**

- **Sports Morning**

Art, Drama and Music

- Peer pressure scenarios
- Drawing skills - sunflowers,
- Pastel and paint - Monet's water lilies
- Designing clay pots
- Creating rhythms on tuned percussion

Sciences

- Electricity
- Magnetism

Religious and Moral

- Other World Religions Judaism
- Rites of Passage and Good Works
- Christianity Prayer and Worship
- Sharing bread and Grape juice.

Social Sciences

Other Learning Links

Outdoor Learning

- Playground activities using a compass to show magnetic north.
- Feeding the birds in the play ground and Nature Garden.

Community Links

Raising money for the Nepal Earthquake Disaster through a sale of books and toys.



Primary 5

I enjoyed the Mary Queen of Scots topic because we did lots of art and we learned a lot about Scottish history.

My favourite part of the year was when we did debating and the local and national government topic. I enjoyed it the most because it was a new experience and it is also what I want to do when I am an adult as a politician.

My favourite thing this year was the walk from Carsphairn to Polmaddie because it was fun, adventurous and I saw a deer from the bus!

My favourite lesson was about Robert Burns because we went to Ayr to see his cottage. Some of my friends got to sit on a chair and the chair had a voice box that sang a special song.



**April to
July
Term**



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