



Term 2 Plan P1-7 October-December 2023, Year 3 of Rolling Programme

Topic : Christmas/ Sound, Light and Colour



TOPIC: Science Focus (this may need to continue into term 3)

- Explore sound making through play
- Investigate louder / quieter, as well as sources of sound.
- Understand and name basic colours and what happens when we mix them, add white/black etc.
- Know the colours of the rainbow
- Investigate light through play—shadows, sunlight, torches etc.
- Demonstrate how sounds can be made higher or lower pitch by altering tightness, length, width or thickness or other physical characteristics of the sound source.
- Explain that sound is caused by a vibration in a material.
- Understand and explain where light sources come from and how shadows are formed
- Investigate the colour spectrum through art activities.
- Discuss and demonstrate through experiments how sound travels differently through air, water and solids.
- Explain how hearing is limited by a range of factors, for example, age, position, and flexibility (direction) of ears.
- Demonstrate and record, through practical investigations, that light travels in straight lines, can be reflected by highly-polished surfaces and that curved faces can distort the image.
- Predict and investigate how the position, shape and size of a shadow depend on the position of the object in relation to the light source.
- Demonstrate that white light/sunlight can be dispersed to show the colours of the visible spectrum and identifies the colours and order of the rainbow as red, orange, yellow, green, blue, indigo and violet.
- Explain that we see objects because they give out or reflect light rays that enter our eyes.
- Draw on findings from practical investigations to describe the effect that coloured filters have on white light and how they can be used to make other colours.
- Explain how we can recognise the colour of an object due to the reflection and absorption of particular parts of the visible spectrum.
- Demonstrate use of colour in art activities.

All learning experiences are differentiated
Colour key:

- P1= most working towards Early level
- P2-4= most working towards First level
- P5-7= most working towards Second level
- Black text= all pupils

Literacy

Listening & Talking

- Develop listening skills as part of a quality audience.
- Share thoughts in group/class discussions- Pupil and Eco Councils, school assemblies.
- Be able to discuss own achievements and next steps (target setting)

Reading

- Reading for Enjoyment- Select library books for reading/looking at in class.
- Listen to adults / other pupils reading stories
- Show understanding of a text through a variety of question types, developing comprehension skills.
- Practise reading skills at home with school core reading texts.

P1-3 & EAL pupils

- Recognise letters of the alphabet and the sounds they make- complete Block 1
- Blend sounds to read words- CVCs
- Begin to recognise Block 1 common words by sight.
- Consolidate at home.

Literacy

Writing/Grammar

- Emergent writing skills—picture and one sentence to describe it.
- Hold a pen/pencil correctly
- Form Block 1 letters and camera words correctly
- Develop better pencil control
- Know that writing moves from left to right across the page.
- Overwrite a sentence that an adult has written
- Begin to underwrite a sentence that an adult has written.
- Become more confident when writing own name.
- Continue to develop descriptive writing with more detail.
- Understand and identify adjectives, verbs, pronouns, conjunctions / connectives, through Grammar sessions.
- Develop quality handwriting that is legible and can be understood by others.
- Use technology to support our writing.
- Use dictionaries and thesauruses to edit and check our writing.

Spelling

P4-7 Core Spelling programme

- Remember, understand and apply spelling rules and strategies in weekly class activities.
- Spelling homework to consolidate, 2 tasks per week.

P1-3 & EAL pupils: Phonics

- Continue to work on individual sounds / blended sounds- weekly word lists to go home to practise.
- Be able to read (and write) common (camera) words.



Numeracy and Maths

All groups will be working at their own pace and level

Core focus: Addition and Subtraction

- P3-7 will complete daily independent mental maths activities to revise and consolidate all aspects of numeracy and maths.
- P3-7 will also be focusing on more accurate and speedy times tables using Sumdog/games/other activities.
- All groups will be looking at additional and subtraction of numbers at their own level.
- Mental maths strategies will be encouraged and developed.
- Some pupils will develop written calculations to support them with more complicated sums.
- All groups will investigate patterns and relationships in number.

Measurement (Mrs Burn)

- Investigate weighing (grams and kg), measure (m, cm and mm) and volume.

Modern Foreign Languages

French (speaking)

- Daily greetings and date
- Weather, days, months
- Numbers to 10 (and beyond if capable)

Expressive Arts

Art

Focus on colour, light and shade using a variety of media
Christmas crafts to sell at village fayre

Music

- Christmas show performance- Simply Nativity, singing in unison, keeping time, adding actions.
- Exploring sound through Science and play-pitch, volume, louder, softer etc.

RME

Christianity (Mrs Burn)

- Traditions and festivals (Christmas)
- The Nativity story
- Explore traditions of Christmas in other countries.

I.C.T & Technology

- Log into the computer and Glow successfully (some with support)
- Use phonics software on the whiteboard to write, draw, click.
- Continue to explore Sumdog as a tool for learning and assessment in Numeracy and Maths
- Improve typing speed and accuracy
- Use ICT to enhance/support written work where appropriate.

PE:

- Curling sessions (4 weeks) with Active Schools, possible entry to competition.
- Social dance- Demonstrate the ability to follow instructions, keep time with music, work with a partner/group, repeat simple dance steps
- Primary 7: 3rd P.E. slot with Sports Leaders at Dalbeattie High School (every Wednesday)

Health and Wellbeing this may need to continue into term 3)

Food and Nutrition

- Recognise that eating more of some types of foods and less of others is good for health.
- Identify, prepare and taste a range of foods, for example, fruit, vegetables.
- Identify how much water should be consumed in a day.
- Use the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.
- Explains that food is the fuel that gives the body energy.
- Recognises and name the main food groups, for example, The Eatwell Guide.
- Sort a selection of foods into the food groups.
- Choose foods from different food groups to create a balanced meal.
- Assist in preparing healthy dishes for a variety of occasions, for example, an intergenerational visit.
- Identify at least one reason as to why it is important to drink enough water.
- Identify at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.
- Identify a range of activities at different intensities and explains how these may influence food / energy requirements, for example, 100m sprint - higher energy requirement; recreational bike ride - lower energy requirement.
- Explain the proportions each food group should contribute to a healthy eating plan.
- Identify and classify composite dishes according to the food groups, for example, lasagne, chicken stir fry.
- Outline at least three current healthy eating messages, for example, lowering salt and sugar intake.
- Create a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet.
- Identify simple changes or improvements to own diet.
- Explain the importance of keeping hydrated.
- Recognise that all food and drink provides different levels of nutrients.
- Lists the five nutrient groups.
- Recognise that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy.
- Explain at least three nutritional requirements at different stages of life, for example energy, protein, calcium.
- Suggest why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.
- Use different food labelling systems to select foods for a specified dietary requirement, for example, low in fat.
- Identify three methods of persuasion used by media/ advertisers to influence consumers, for example, logos.

Every term:

- Setting new targets
- Take part in activities with enhanced pupil responsibilities- Junior Road Safety Officers, Pupil Council, Eco Group.
- Pupil(s) of the Week awards and Rights Respecting Schools focus for weekly assemblies.