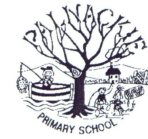




# Term 3 Plan P1-7 January-March 2024, Year 3 of Rolling Programme

## Topic : Scotland/ Weather and Water / The Unsinkable Ship



### Scotland/ Water/ The Unsinkable Ship

- (Mrs Burn) Investigate Burns Day and who Robert Burn was
- Understand some Scottish traditions associated with Burns' Night.
- Investigate the sinking of the Titanic and the lasting impact on safety at sea.
- Investigate the time period—Edwardian Scotland (clothes, food, lifestyle, classes on ship and difference)
- Names and talks about at least two different kinds of weather.
- Draws pictures to record the weather for three days.
- Describes how weather affects the activities they can undertake.
- Talks about how they feel about different kinds of weather.
- Describes which weather is likely to be related to which season.
- Investigates the different properties of water and shares their findings with others.
- Talks about water in nature and how it influences their everyday lives.
- Identifies three main states of water (ice, water and steam) and uses scientific vocabulary such as 'melting', 'freezing' and 'boiling' to describe changes of state
- Uses instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction.
- Contributes to a discussion giving reasoned opinions on how the weather affects life.
- Draws two conclusions about how living things adapt to the climate in any chosen area.
- Uses more complex vocabulary to describe changes of states of water, for example, 'condensation' and 'evaporation'.
- Contributes to the design of an experiment to determine the temperature at which water boils, freezes and melts, ensuring appropriate use of units.
- Knows that pure water boils at 100°, melts at 0° and freezes at 0°.
- Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event.
- Describes the impact of the natural disaster giving at least three examples for people and one for the landscape. Impact can be positive or negative.
- Explores the factors which affect floating, for example, the object's shape and the density of the material it is made of, and collates, organises and summarises findings with assistance.
- Discusses the necessity of water for life, for example, for the growth of crops, for drinking and in river formation/ flow.
- Demonstrates understanding of the processes involved in the water cycle.

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

- Learn and Recite a Scottish / Burns' poem for the Scots Verse competition (25th January at Barlochan)
- Develop listening skills as part of a quality audience.
- Share thoughts in group/class discussions- Pupil Councils, school assemblies.
- Be able to discuss own achievements and next steps (target setting)

#### Reading

- Show understanding of a text through a variety of question types, developing comprehension skills.
- Practise reading skills at home with school core reading texts.
- Reading for information- on water/weather etc.
- Begin to read the first ORT reading books using the Stage 1 key words
- Continue with Word Wall words to develop blending when reading
- Block 1 and 2 camera words for sight reading

#### English as an Additional Language

- Continue to work on high frequency words in spelling and with Mrs Eddyshaw on Mondays
- Engage with Lanugagenut website assignment tasks
- Continue reading ORT books in school and at home
- Consolidate all learning at home.

### Literacy

#### Writing/Grammar

- Continue to underwrite a sentence that an adult has written if needed
- Some pupils will be able to attempt a sentence independently.
- Begin to develop explanation and Procedural writing, linked to water and weather topics.
- Understand and identify action verbs and time connectives (first, then, after that) through Grammar sessions.
- Consolidate other aspects of grammar through writing (tenses, nouns, punctuation etc.)
- 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 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, Subtraction, Multiplication and division

- 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 calculations 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 Money- coins, notes, change, calculations.
- Information Handling- interpreting data, making graphs

## Modern Foreign Languages

French (speaking)

- Daily greetings and date
- Weather, days, months

## Expressive Arts

Art

Scottish Artist study

Using the art work of Scottish artists and designers as a stimulus for our own (e.g. Rennie Mackintosh, Steve Brown, Gillian Kyle etc)

Music

- P4-7: 4 sessions of Audio engineering using Soundtrap music software with Mr Dinning
- Feis Rois P1-7 The Tartan Tour! Scottish music, singing and ukulele.(12 weeks)

## I.C.T & Technology

- Log into the computer and Glow successfully (some with support)
- Continue to explore Sumdog as a tool for learning and assessment in Numeracy and Maths
- Develop skills in coding (P4-7 Microbits, P1-3 : programmable toys)
- P4-7: Audio engineering using Soundtrap music software with Mr Dinning

PE:

- Primary 7: 3rd P.E. slot with Sports Leaders at Dalbeattie High School (every Wednesday)

Jan-Feb

- Hockey (Mrs Graham)
- Tennis (Mrs Burn)

Feb-March

- Orienteering (Mrs Graham)
- Running / jogging/ fitness stations (Mrs Burn)

## Health and Wellbeing (same as Term 2, as not covered)

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.