



Term 4 Plan P1-7 2024, Year 3 of Rolling Programme

IDL Topic : Space (+Summer / Forest Fun)



IDL: Space

- Describes how the rotation of the Earth in relation to the sun gives us day and night.
- Talks about how the pattern of night and day changes over the course of a year.
- Explores and sorts toys and objects into groups according to whether they need to be pushed or pulled.
- Talks about the science they encounter in their everyday experiences.
- Explores, through role-play, how science and science skills are used in a variety of jobs.
- Describes how the Earth spins around its axis in 24 hours resulting in day and night.
- Observes and records the different patterns of movement of the moon and explains why the moon appears to have different shapes and positions in the sky at different times in a lunar month.
- Demonstrates understanding of how the Earth takes one year to completely orbit the sun.
- Demonstrates understanding of how the tilt of the Earth on its axis as it circles the sun causes the pattern of the seasons and changes to the number of daylight hours over the course of a year.
- Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media.
- Discusses how people use science in their everyday lives.
- Describes a variety of jobs and careers which require scientific knowledge and skills.
- Reports collaboratively on the key features of the planets including size, distance from the sun, length of day, length of year, temperature, materials from which they are predominantly made and the number of moons.
- Uses simple models to communicate understanding of size, scale, time and relative motion within our Solar System, including how solar & lunar eclipses occur.
- Finds an association between air resistance (drag), the speed of the object being investigated and the surface area exposed to the air, making links to original predictions. (link with rockets)
- Describes efficient movement as that which requires the least possible energy and suggests ways to improve efficiency in moving objects, for example, by streamlining. (rockets)
- Researches historic and contemporary scientists (ensuring gender balance) and their scientific discoveries and reports collaboratively to others using a range of methods.
- Describes the impact of scientific discovery, creativity and invention on society past and present, for example, in space travel.
- Demonstrates understanding of how science impacts on every aspect of our lives.
- Relates the development of scientific skills in the classroom to an increasingly wide variety of science, technology, engineering and mathematics (STEM) careers.

Outdoor Learning



- Block of Forest Fun with Auchencairn pupils and Karen Slattery (Forest School assistant / Auchencairn parent), focusing on nature and sustainability. Using Palnackie woods.

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 Councils, school assemblies.
- Be able to discuss own achievements and next steps (target setting)
- Share thoughts about the topic and current scientific developments
- Listen to other agencies partners and ask questions e.g. Karen from Forest Schools.

Reading

- Show understanding of texts through a variety of question types, developing comprehension skills.
- Practise reading skills at home with school core reading texts / novels
- Reading for information on IDL topic etc.
- Continue ORT Stage 2 reading books using the Stage 2 key words
- Continue with Word Wall words to develop blending when reading
- Revise Block 1 and 2 camera words for sight reading
- Begin block 3 phonics when ready

Literacy

Writing/Grammar

- Continue to develop independent writing—at least one sentence with a capital and full stop.
- Begin to check own work and edit.
- Further develop explanation and report writing, linked to Space topic.
- 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 : 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

- P3-7 will complete daily independent mental maths activities to revise and consolidate all aspects of numeracy and maths.
- P3-7 will also continue to focus on more accurate and speedy times tables using Sumdog/ games/other activities.
- All groups will be looking at continuing to work with larger numbers and 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 Time and Symmetry at their own levels

Modern Foreign Languages

French (speaking)

- Daily greetings and date
- Revise Weather, days, months
- Develop numbers

Expressive Arts

Art

A range of media will be explored to create artwork on Space and Summer themes.

Music

- 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
- Use technology to enhance our learning.
- P6/7 digital leaders will create weekly blog posts for the school website.

PE:

- Athletics and Team games
- Sports Day practice

Health and Wellbeing

Relationships and Sexual Health programme: resources from Scottish Government

Early level

When it comes to families and friendships, children learn:

That all our families are different, and that people who are important to the children provide care and love. How to make and keep friendships, thinking about how they get along with other children, play together, co-operate and share. This can include learning about personal space and to recognise and respect how another person is feeling.

About the importance of kindness and showing kindness to others.

When it comes to every child being unique and special children learn:

That people are individual and unique.

About the similarities and differences among children in their group.

To understand that treating someone badly based on a difference is not okay.

When it comes to their bodies, children learn about:

Names for parts of their body - and that parts of their body are private.

Keeping clean and why this is important - learning about hand washing and brushing teeth.

When it comes to feelings and making choices children learn:

To recognise and express their feelings, including when they might feel safe or unsafe, happy or worried.

To identify adults that they can go to if they have a question or a worry, introducing the idea of trust.

When it comes to looking after them and other living things children learn about:

Where living things come from.

The needs of plants, animals and babies.

That there are professional people who help and care for them, like nursery staff, teachers, doctors or nurses.

First level

When it comes to relationships children learn about:

What makes them unique

Families, and how all our families are different

The different adults who might care for children - like teachers, support staff in school or medical staff

Making and having friends

Being a boy and a girl and that they can be any kind of boy or girl they want to be

What makes people alike and what makes us different (diversity)

Respect for others and the importance of being kind.

When it comes to growing up and their body children learn about:

Making choices and decisions

Looking after their body and keeping clean

How their bodies change as they grow

Names of parts of their body and names for private body parts; we use the words

penis, vulva, bottom, nipples

Parts of their body are private

Other people should not touch the private parts of their body

What behaviour is okay in public and what is okay in private (for example pulling

pants up before leaving the bathroom).

When it comes to how human life begins, pregnancy and birth children learn about:

The life cycles of plants and animals

How a baby is made (conception)

Pregnancy and how a baby is born

What a baby needs and how to care for a baby.

Second level

When it comes to relationships children learn about:

• What makes them unique and what makes people alike and what makes us different

(diversity)

• Making and having friends

• Being a boy and a girl, and that they can be any kind of boy or girl they want to be

• Loving relationships and being attracted to others

• Respect for others and the importance of being kind - in our face-to-face

relationships and online.

When it comes to being safe children learn about:

• Social media and being safe and smart online

• Feeling safe and unsafe

• Different kinds of abuse and neglect that can happen to a child

• What we mean by consent

• Who they can go to for help and support.

When it comes to growing up and learning about their body children learn about:

• Making choices and decisions

• Looking after their body and keeping clean

• Puberty and how the bodies and emotions of both girls and boys change as they

grow

• What 'having sex' is and about contraception and condoms.

When it comes to conception, pregnancy, birth and being a parent/carer children learn about:

• How a baby is made (conception)

• Pregnancy and how a baby is born

• Being a parent and thinking about what kind of parent they would be

Every term:

- Setting new targets
- Take part in activities with enhanced pupil responsibilities: Pupil Council,
- Pupil(s) of the Week awards and Rights Respecting Schools focus for assemblies.