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**Interdisciplinary Learning Topic – Scottish Castles**

**Novel – The Tattoo Fox**

At my own level I can

* Study maps to locate famous Scottish castles and explore the importance of their location.
* Investigate the different jobs and roles people had within the castle
* Compare my own life to that of child living in a castle in the Middle Ages
* Learn about what a clan is and identify different clans of Scotland
* Compare the different types of foods eaten in medieval times and now
* Identify and label the different key features of a castle, including castles in Scotland
* Select a Scottish castle and design a visitor attraction poster or leaflet
* Create a floor plan for a castle, discussing the purpose of the different rooms
* Designing a Coat of Arms
* Predicting what a ruined castle would have looked like using my knowledge of castle features.

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**My Personal Targets:**

Personal Targets

**Literacy**: At my own level I can:

Writing

* Create an information report in the form of a fact-file and a poster.
* Write sentences under given headings.
* Continue to check my spelling throughout my writing.

Reading

* Recognise different characters in the text I am reading and describe them to others.
* Read with fluency and expression in a group.
* Create questions to ask others about the text I have read.

Talking and Listening

* Give my peers verbal feedback about their work to help them improve and progress.
* Work with a partner/group listening respectfully to others’ opinions to complete an exercise.
* Listen to others opinions and understand I may not think the same.

**Numeracy/Maths**: At my own level I can:

Number

* I can solve different addition and subtraction questions involving two- and three-digit numbers.

Money

* investigate how different combinations of coins and notes can be used to pay for goods or be given in change.
* understand the costs, benefits, and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.

Time

* tell the time on both digital and analogue clocks.
* Understand the link between 12-hour clocks, and 24-hour clocks to show the difference between am and pm.
* use a calendar to plan and be organised for key events for myself.

Shape

* identify lines of symmetry in different shapes.
* create symmetrical patterns with one or more lines of symmetry.
* use grid references to locate a position on a map.
* use coordinates on a grid to identify and plot a location.

**ICT/ Technology:** At my own level I can

* Design and construct models and explain my decisions
* Stay safe online by knowing what is appropriate for my age.

**RME:** At my own level I can

* Talk about different Christmas traditions including gift-giving and where it originates.
* Compare Christmas celebrations in Scotland and another country.

**French:** At my own level I can

* I can count up to 10.
* Familiarise myself with the French Alphabet.
* I can ask someone their name and age and I can say what my own name and age is.

**Health and Wellbeing:** At my own level I can:

* Compare and contrast different diets and discuss what foods are healthier than others.
* Use the Eat Well plate to make up different meals I could eat at home and share why I have included certain food groups.
* Discuss what is meant by a motto and give examples of some I have seen and why they are important.

**PE**:

At my own level I can

* Understand what is meant by fitness and explain ways to keep my body fit and healthy.
* Take part in a variety of gymnastics activities including different types of rolls, jumps, balances, and landings

**Learning at Home:**

Choose a character from a book or film you have recently enjoyed. Describe the character using 3-5 words to someone at home. They can then ask questions to help identify the character. Once they guess, swap over and choose another character.

**Learning at Home:**

Have a look at some very important historical events that have happened in your life and before you were born. Use problem solving strategies to work out how long ago these events were. Then have a look at important events that are scheduled to happen in the future, work out how long away these events are.