



Sharing the Learning



Term: 2	Class: P5	Teacher: Mrs Wilson
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Learning can take place through a number of contexts. These include **ethos & whole school life** (e.g. assemblies, fundraisers, Scottish book week, pupil council, buddies), **wider achievement** (e.g. pupils sharing a skill or knowledge, visitors, hobbies, pupil presentations, pupil council) **CfE experiences & outcomes** (curricular subjects) **Interdisciplinary learning** (where a few curricular areas link together e.g. STEM designing & making a pair of binoculars within a 'space' topic. (global citizenship, learning for sustainability, enterprise, financial education, outdoor education and developing the young workforce are delivered across all learning contexts).

Below are the main (not all) learning outcomes for this term.

Learning contexts	Experiences & outcomes
Whole school life	<p>Pupil Team Time (School Spirit, Rotakids, Pupil Voice or Safety)</p> <p>Fife Libraries Scottish Book Week event - Roar Like a Lion by Carlie Sorosiak</p>
Outdoor learning	<p>Topic based activities:</p> <p>Design, build and launch rockets (exploring active maths, forces and motion).</p> <p>Actively explore the size, scale and motion within our Solar System.</p>
Wider achievement	<p>Contribute to Climate Action Superhero display - artwork, poems, posters and drama (displayed through QR codes).</p> <p>Contact Astronomy students from St Andrews University.</p>
Interdisciplinary learning	<p>Solar System Display</p> <p>Use search engines to access websites and navigation skills to retrieve information and the most appropriate form of digital software to create and modify text and images. Report collaboratively on the key features of the</p>

	<p>planets including size, distance from the sun, length of the day, length of the year, temperature, materials from which they are predominantly made and the number of moons.</p> <p>Use simple models to communicate understanding of size, scale, time and relative motion within our Solar System, including how solar and lunar eclipses occur.</p> <p>Use knowledge of radius and diameter to measure and draw 2D shapes accurately, using mathematical equipment.</p> <p>Produce sketches to communicate ideas that include pattern and texture.</p>
Curriculum subject areas	Experiences & outcomes
<p>Literacy Reading Writing Listening & Talking</p>	<p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own. ENG 2-17a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>
<p>Numeracy</p>	<p>I have investigated the everyday contexts in which simple fractions, or decimal fractions are used and can carry out the necessary calculations to solve related problems. MNU 2-07a</p> <p>I can show the equivalent forms of simple fractions and decimal fractions and can choose</p>

	<p>my preferred form when solving a problem, explaining my choice of method. MNU 2-07b</p> <p>I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions. MTH 2-07c</p>
<p>Health & well-being</p>	<p>I know and can demonstrate how to travel safely. HWB 2-18a</p> <p>I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a</p> <p>I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a</p>
<p>Social subjects</p> <ul style="list-style-type: none"> • people, place & environment, • people, past events and societies, • people in society, economy and business 	<p>Our topic is: Space</p> <p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>
<p>Science</p>	<p>By observing or researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a</p> <p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2-20a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b</p>

Technology

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. TCH 2-11a