

Largoward Primary School

Learning Overview

Term 1 and 2: August – December 2025

| Topic/Cross Cutting Theme: | |
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| Term 1: Inventors and Inventions | Term 2: Climate change – How is it affecting our wildlife? |
| Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM: | |
| Term 1 <ul style="list-style-type: none"> Introduce/Revise the 12 metaskills – use lessons and resources from the Metaskills Toolkit - Meta-skills Toolkit - Skills Development Scotland Develop metaskills class display using resources from last session. Refer to meta skills display in hall and classroom and link to learning/play experiences. | Term 2 Self-Management <ul style="list-style-type: none"> Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill. P4-7 – make links between metaskills and SHANARRI/school values. P4-7 – use self-evaluation tools and set goals for self-management Learner Self-evaluation Tools - Skills Development Scotland P5-7 – start to set up pupils on 'My World of Work' |
| Literacy: Writing – Text Type | Literacy: Reading |
| Reports and leaflets <ul style="list-style-type: none"> Writes in a fluent and legible way 1 Uses layout and presentation that is appropriate to the task to engage the reader Uses sentences of different lengths and types and varies sentence openings Uses paragraphs to separate thoughts and ideas Reviews and corrects writing to ensure it makes sense, is technically accurate, and meets its purpose When writing to convey information, describe events, explain processes or concepts, and combine ideas in different ways: - Uses appropriate style and format to convey information applying key features of the chosen genre - Includes relevant ideas, knowledge and information - Organises and presents information in a logical way - Uses tone and vocabulary appropriate to purpose Identifies the main ideas of a text with appropriate detail | <ul style="list-style-type: none"> Skims texts to identify purpose and main ideas. Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising. Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. Identifies the purpose of a text with suitable explanation. Responds to a range of questions, including literal, inferential and evaluative questions to demonstrate understanding of texts. Responds to a range of questions, including literal, inferential and evaluative questions to demonstrate understanding of texts. |

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| Literacy: Writing – Tools For Writing | | Literacy: Listening and Talking | |
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| Spelling/Phonics: Weekly spelling list. All children have been assessed and will be given a list of high frequency words to practice. | | <ul style="list-style-type: none">• Chooses and uses vocabulary suitable to the topic of conversation• Listens effectively to obtain specific information from informational and expressive spoken text• Shows respect for the views of others and offers own viewpoint• Listens and responds to others who offer an alternative viewpoint | |
| Handwriting: second level: reinforce correct letter sizing and formation, introduce joins when ready, work towards fluent/legible script | | | |
| Grammar: Second: Varying sentence lengths and openers, and consistently punctuating with a wide variety of punctuation Writes most sentences in a grammatically accurate way. | | | |
| Punctuation: Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. | | | |
| Modern Languages: French | | British Sign Language | |
| Revision of basic classroom instructions and routines. REvision of days of the week, months of the year, weather and numbers to 39 to support with the class calendar. Be able to ask and respond to questions about age and birthdays. Pets and animals and being able to describe these. | | Revise basic introductions, finger spelling so we can sign our name, revision of colours and basic classroom objects. Time, days of the week, months of the year and numbers so we can do the daily calendar. | |
| Numeracy: Mental Maths | | Number, Money and Measure | |
| P4: <ul style="list-style-type: none">• add single digit numbers together eg 9+6• count on and back in 1s and 10s to/from any 3 digit number eg 703, 702, 701, 700.• estimate the position of numbers to 100 on a number line eg “where would the 65 be?”• reinforce the 2, 3, 4, 5 and 10 times tables P5 | | We will be focusing on place value. P4/5 - <ul style="list-style-type: none">• Convert hundreds and thousands into groups of 10, 100 and 1 000.• Model numbers to tens of thousands or beyond using the base 10 place value system.• Use place value to compare and order numbers beyond 10 000• Identify and represent decimal numbers up to one decimal place using numerals, words and pictures, understanding the value of each digit.• Recognise the place to the right of the decimal point as tenths and understand they can be partitioned. | |

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| <ul style="list-style-type: none"> reinforce + and - of single digits eg $8+7$, $15-8$ round 3 digit numbers to the nearest 100 introduce the 6 and 7 times tables to multiply and divide and reinforce that if $7 \times 6 = 42$, then $6 \times 7 = 42$, $42 \div 7 = 6$, and $42 \div 7 = 6$ add or subtract 1 or 10 to / from any 4 digit number. <p>P6/7:</p> <ul style="list-style-type: none"> add or subtract 1 or 10 to / from any 4 digit number. add or subtract 1 or 10 to / from any 4. digit numberadd or subtract 1 or 10 to / from any 4 digit number. add or subtract 1 or 10 to / from any 4 digit number. | <p>P6/7</p> <ul style="list-style-type: none"> Convert a number in the thousands and ten thousands into groups of 10, 100 and 1 000 and know that there may be a remainder. Identify and represent decimal numbers up to two decimal place using numerals, words and pictures, understanding the value of each digit. Confidently read, write and say decimal numbers to three decimal places. |
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| Shape, Position and Movement | Information Handling |
| <ul style="list-style-type: none"> Describe a geometric diagram or image with precision to allow another to interpret it. Visualise 2D shapes and 3D objects following a description. Create skeletons of simple 3D shapes. <p>P6/7:</p> <ul style="list-style-type: none"> Make polyhedra in a variety of forms (skeleton, nets, solid clay) and discuss which features are best represented. Link features such as rigidity and flexibility to structures. Recreate a skeleton of a prism or pyramid from a given set of measurements. | <p>Not being covered in term 1 or 2.</p> |
| Health and Wellbeing: | |
| <p>Physical Education, Physical Activity and Sport:</p> | <p>This term we will be learning a variety of different skills that can be used playing team games. We will focus on football.</p> <ul style="list-style-type: none"> Ball familiarisation. footwork. Shooting Defending 2v1 and 2v2 possession games Small games concentrating on dribbling into spaces. |

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| Mental and Emotional Wellbeing: | <p>Focusing on friendships, equality and diversity.</p> <p>Pupils will complete the 'Cool In School' program and learn about ways to manage peer interactions and peer conflict.</p> |
| Social Wellbeing: | <p>Explore the rights we are entitled to and the responsibilities that go with these – developing our class charter.</p> <p>Pupils will be involved in the consultation of our school vision, values and aims.</p> |
| Physical Wellbeing: | <p>I know how to stay safe in a variety of situations.</p> <p>I know how to keep myself and others safe.</p> <p>I can stay safe when I travel.</p> <p>I know how to behave and use public transport safely.</p> |
| Planning For Choices and Changes: | Not being covered in term 1 and 2 |
| Food and Health: | Not being covered in term 1 and 2 |
| Substance Misuse: | Not being covered in term 1 and 2 |
| Cyber Resilience and Internet Safety: | <ul style="list-style-type: none"> • Demonstrates an understanding of the content they should include in an online profile. • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviors' and actions. |
| Other Curricular Areas: | |
| Social Subjects | <ul style="list-style-type: none"> • Names a figure from the past and comments on their role in events. • create a timeline of significant inventions • Research Alexander Fleming and his 'accidental' invention • discuss how different life might be if Thomas Edison hadn't invented the light bulb • I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment • Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event. • Identifies at least three impacts of human activity on the environment. • Suggests at least three ways in which people can live in a more environmentally responsible way. |
| Sciences | <ul style="list-style-type: none"> • I am aware of different types of energy around me and can show their importance to everyday life and my survival |
| Technologies | Digital Literacy: We are learning to access websites and use navigation skills to retrieve information for a specific task. |
| | Computing Science: Structures related items into information – timeline for inventions |
| | Food and Textiles: Not covered in term 1 and 2 |
| | Technological Developments in Society and Business: Give examples of how our changing lifestyles have impacted on product design. Learn more about types of renewable energy linked to our weather topic. |

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| | Craft, Design, Engineering and Graphics: Construction and Designing – use tools and equipment in order to carry out a task safely, estimate and measure accurately using appropriate tools. Select suitable materials to use in a task. Sketch geometric shapes to create objects. |
| Expressive Arts | Art and Design: Developing understanding of key visual elements within the context of still life and design challenges. |
| | Music: Continue to develop our recorder playing. Continue to develop our confidence at reading musical notation. Perform individually and as part of a group. |
| | Drama: Role play as part of 'Cool In School'. Hot seating and improvisation. Use relevant expressions and body language. |
| | Dance: Scottish Country Dancing – demonstrates coordination and control in a range of dance sequences. Understand key features of dance from different cultures. |
| Religious and Moral Education: | We are learning about caring and sharing. We will be looking at how people's beliefs and values affect their actions. |
| Outdoor Learning and Learning for Sustainability Opportunities: | Gardening/weeding - getting ready for the change in seasons Team building/STEM challenges Being safe and respectful outdoors – care for and improve the local environment P7 residential experience |