Largoward Primary School
Learning Overview

Term 3 April - June

Topic/Cross Cutting Theme:	
River Eden and the North Sea	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Innovation Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill - meta-skills-progression-framework.pdf Continue to embed learning from previous terms P4-7 – use self-evaluation tools and set goals for	**Self-Management** • 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 • P4-7 – regularly add to 'My World of Work'
Literacy: Writing – Text Type	**Literacy: Reading**
Exposition/persuasive letters and reports • Presents relevant ideas and information, including supporting detail, to convey view point. • Organises ideas in a logical way. • Includes an introduction that makes the topic clear and a conclusion that rounds the writing off. • Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language. Descriptive – looking at settings and characters. • Creates interesting characters through, for example, their feelings, and actions, physical description and/or dialogue • Creates setting/context with some descriptive detail.	• Selects texts independently and confidently for enjoyment, drawing on prior knowledge of authors, genres and illustrators. • Continues to consolidate the first 300 + high frequency words and extend sight vocabulary of key reading words, core topic words and words of personal significance as appropriate to support effective reading. • Develops an increasing knowledge of an ability to use the five key context clues to read and understand texts, with support: 1. Definition 2. Synonym 3. Antonym 4. Example 5. General • Asks and answers literal questions using information explicitly stated in the text.
Literacy: Writing – Tools For Writing	**Literacy: Listening and Talking**
Spelling/Phonics: Weekly spelling list. All children will bring home specific spelling lists each week.	• Shows respect for the views of others and offers own viewpoint. • Develops use of positive body language and behaviours when listening to others in a range of contexts.

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<table>
<tr><td>Handwriting:
second level: reinforce correct letter sizing and formation, introduce joins when ready, work towards fluent/legible script</td><td rowspan="3">Developing an ability to take turns and contributes at the appropriate time when engaging with others in a variety of contexts.
Follows more complex instructions, sometimes involving conditional steps (e.g. if this happens, then…)
Gives and begins to adapt instructions depending on the situation. Instructions may relate to unfamiliar contexts (e.g. science experiments, digital tools).
Demonstrates an ability to appropriately take turns when engaging with others in a variety of context.</td></tr>
<tr><td>Grammar:
Second: Varying sentence lengths and openers, and consistently punctuating with a wide variety of punctuation
Writes most sentences in a grammatically accurate way.
Vary sentence openers.</td></tr>
<tr><td>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.</td></tr>
<tr><td>Modern Languages: French</td><td>British Sign Language</td></tr>
<tr><td>Greetings and responding to the register
Introducing yourself, saying goodbye, asking questions.
Describing myself and others.
Describing others asking questions.</td><td>Revise basic introductions, finger spelling so we can sign our name, revision of colours and basic classroom objects.

Describing people and occupations.</td></tr>
<tr><td>Numeracy: Mental Maths</td><td>Number, Money and Measure</td></tr>
<tr><td>P4
reinforce the 2, 3, 4, 5 and 10 times tables to multiply and divide (no remainders)
reinforce the concept of families, so that if 5x4=20, then 4x5=20, 20÷4=5, and 20÷5=4
+ or - a single digit to/from any 2 digit number with bridging eg 58+7, 61-5...
round 3 digit numbers to the nearest 100 eg 132 is nearer to 100 or 289 nearer to 200
estimate lengths in centimetres then measure to confirm, and areas, by counting squares
find change from £1 using multiples of 5p or 10p eg £1 - 45p, and give combinations of coins and notes that can be used to pay for items
add doubles and near doubles to 20 eg 16+15, 19+18, 17+17 etc and reinforce that if 16+15 then 15+16, 31-15=16 and 31-16=15</td><td>money
P4/5
Understand why money uses decimal notation.
Be able to explain the terms credit, debit & debt.
Explain why budgeting is important.
Explain the risks and benefits of using bank cards.
Understand how to access product prices from a variety of sources.
Be able to work out what needs to be saved over a period of time when planning a simple purchase.
Explain the possible implications of debt.
Be able to contribute to a group or class project related to banking, budgeting.
P6/7
Use a range of strategies for the four operations, with numbers to 2 decimal places, to solve problems.
Investigate and calculate ‘best buys’ with and without digital technologies.
Calculate profit and loss when working with a budget.
Create simple financial plans.</td></tr>
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- find the change from £1 for any amount of money eg 82p leaves 18p and, from £5 using multiples of 10p eg £2.20 leaves £2.80 and also compare costs and determine what can be afforded
- + and - multiples of 10 to/from 3 digits
- eg 246+60, 317+90, 416-20 (including bridging 100)
- read and verbalise 5 and 6 digit numbers, give the number before or after and, add or subtract 1, 10 or 100 to/from
- double numbers to 100 and multiples of 100 and associated halves eg 2x56, 2x74, 1/2 of 148, and, 1/2 of 1300 ...
- round 1dp numbers to the nearest whole number eg 2.4 is nearer to 2, 2.9 is nearer 3
- find simple time differences using the 12 hour clock eg from 8.55am to 9.13am and by using electronic or paper based time tables
- find 1/2, 1/3, 1/4 and 1/5 of more complex quantities eg 1/2 of 212, 1/3 of 120, 1/4 of 500
-

P5

- find thirds, fifths and tenths of quantities belonging to these tables eg 1/3 of 21, 1/5 of 30, and 1/10 of 90
- reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide and that if 7x9=63, then 9x7=63, 63÷7=9, and 63÷9=7
- add or subtract a single digit to/from a 3 digit number eg 195-8, 395+8, 911-8
- estimate where a number from 0-1000 would be on a number line eg “where would 975 be?”,
- x 2 or 3 digit numbers by 10 eg 316x10

P6

- find thirds, fifths and tenths of quantities belonging to these tables eg 1/3 of 21, 1/5 of 30, and 1/10 of 90
- MNU 1-07a/MNU 2-07a
- Investigate 10%, 25% & 50% discounts for sale items.

Measurement

P4/5

- Describe dimensions of objects using appropriate vocabulary.
- Select an appropriate measurement to give increasing accuracy.
- Through practical experiences, explore the relationships between standard units.
- Explore common prefixes in measurement.
- Explore how using the known size of an object can be used to help estimate the size of unfamiliar objects.
- Estimate lengths, volume and mass without units being present.
- Understand the effect of the size of the unit and the number required to measure.
- Explain the relationship between cm and cm2.

P6/7

- Using knowledge of standard units, estimate length, volume, perimeter, mass and areas without any units being present.
- Select which unit conversion to efficiently use when solving problems.
- Solve problems involving estimation and measure by selecting the most efficient tools and units of measure.
- Convert between related units of measure using decimal notation.
- Explore imperial units used in everyday life.

Time

P4-6

- Identify key times on a 24 hour clock, relating it to analogue displays.
- Understand the factors that influence the measurement of time.
- Understand why there is a leap year.
- Read times using a variety of conventions e.g. 5 to 9, 8.55pm, 20:55.
- Compare 12 hour and 24 hour notation.

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- round 1dp numbers to the nearest whole number eg 2.4 is nearer to 2, 2.9 is nearer 3
- find simple time differences using the 12 hour clock eg from 8.55am to 9.13am and by using electronic or paper-based times tables
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P7

- multiply and divide decimals by 10 and 100 e.g. 31.6x10, 53.06x10, 119.8x100, 23.06x100 and 143÷10, 47.05÷10, 155÷100,
- give change from £20, and compare costs and determine what can be afforded
- use order of calculation, where x and ÷ have priority over + and – e.g. (3x4)+2
- find fractions of quantities e.g. 2/3 of 27, 3/4 of 32, 4/5 of 40, 1/6 of 36, 1/7 of 35,

- Compare starting and finishing times on clocks, calendars and timetables to find out how long something has taken including bridging across several hours.
- Investigate journey times and discuss the impact of such things as using different routes or traffic jams.

P7

- Read, write and convert 12 hour and 24 hour time.
- Be able to convert times into a common unit.
- Estimate the duration of a journey based upon the link between speed, distance and time.
- Discuss the impact that changing time, distance or speed will have on a journey.
- Create, use and interpret timetables for different purposes.
- Choose the most appropriate timing device in practical situations and record using relevant units, including hundredths of a second.

• find 50%, 25%, and 10% e.g. 50% of 7 kg, 25% of £24, 10% of 18 • use decimals to find 1/2 or 1/4 e.g. 1/2 of 2.5 is 1.25, 1/4 of 13 is 3.25 • add and subtract multiples of 10 and 100 to / from 4 digits e.g. 4288+800, 5177- • recognise the equivalence between fractions, decimals and percentages and money e.g. 2/3 = 0.67 = 67%, 40% = 40/100 = 4/10 = 2/5= 0.4 = 40p/£ • multiply and divide 2 and 3 digit numbers by a single digit e.g. 75x4, 55x8, and 90÷5, 252÷6 • + and - fractions such as 1 - 2/5 or 1¼+ ¾ and recognise if a fraction is > or < than ½ e.g. 2/5 is less, 3/5 is more • do simple additions involving negative numbers e.g. 8+(-5) or (-3)+7 • calculate time differences using electronic or paper based time tables and do simple time / distance / speed calculations • add and subtract simple decimals e.g. 3.6 + 2.5 and 2.7 - 1.2 multiply 3 digit numbers by a single digit e.g. 156x4 • investigate prime numbers to 20 • investigate first 20 square numbers • investigate the effect of multiplying and after dividing by a number less than one e.g. 6 x 0.1 = 0.6 6 divided by 0.1 = 0.6 • develop extended tables • investigate place value and link with money and metres/cms e.g. M TH H T U H T U H T U . t h th £ . 10p 1p 0.1p M . dm cm mm	
Shape, Position and Movement	**Information Handling**
Not this term	Not this term
Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	This term we are learning different skills that are used in: Athletics. • Starting/finishing positions in races/events. • Running A – B & sorting order. • Pace judgements • Body positions in activities. • Order of events/movements.

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	• Motivation to keep going. • Speed/strength judgement. • Arm/leg actions throughout activities Cricket • I can concentrate whilst hitting a ball or catching a shot. • I can use my hand/eye coordination skills to aim accurately. • I can use speed to be in the correct positions in activities.
Mental and Emotional Wellbeing:	Focusing on • Strategies to manage emotions • Respect for self/others • Developing a support network. • Cool in school
Social Wellbeing:	• Contributing to the school community • Develop positive relationships.
Physical Wellbeing:	• I recognise that how my body changes can affect how I feel about myself and how I may behave. • I can describe the physical and emotional changes during puberty; understand why they are taking place and the importance of personal hygiene. • I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. • I am able to describe how human life begins and how a baby is born.
Planning For Choices and Changes:	• Not covered this term
Food and Health:	• I enjoy eating a diversity of foods in a range of social situations, • By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan. • When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability, • Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. • By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. • I can understand how advertising and the media are used to influence consumers,
Substance Misuse:	Not covered this term.
Cyber Resilience and Internet Safety:	Not in term 3

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Other Curricular Areas:	
Social Subjects	• Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield. • Develops an awareness of the real distances represented within a local area. • Identifies at least three impacts of human activity on the environment. • Describes some major characteristic features of Scotland's landscape and explains how they were formed (forests, woodland, farming land, coastlines, mountains, rivers, lochs etc). • Investigates and reports on the support and interventions required to aid recovery from natural disasters for people and for landscapes. • Make informed judgments on the impact of weather and climate by comparing foreign and local areas.
Sciences	• I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. • I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. • Investigates the water cycle using simple experiments and shares findings • Research water conservation and how water can be used sustainably. • Explores humanimpact on how water supports life on earth locally and globally e.g. land redevelopment and plastic pollution. • Researches methods used to conserve water within the home, school and globally and communicates findings to others. • Uses knowledge of the water cycle to explain how the quantity of water on the Earth has remained approximately the same.
Technologies	**Digital Literacy:** Not this term
	Computing Science: not this term
	Food and Textiles: • Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling. • Demonstrates manual dexterity, for example, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, using a needle and thread, attaching designs onto fabric. • • Investigates a challenge / problem. • Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling**.**
	Technological Developments in Society and Business: Not in term 4
	Craft, Design, Engineering and Graphics:
Expressive Arts	**Art and Design:** • Research and learn about a famous artist. • Observe more complex patterns in nature, science and maths (e.g. fibonacci

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	Music: • Create simple melodies and rhythms. • Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music.
	Drama: • Reflect and act upon constructive feedback to improve my drama skills. • Chooses voice appropriately for the role, considering volume, tone, clarity, pace, characterisation and emotion.
	Dance: •
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/planting vegetables and flowers. Build a new bug hotel Pond dipping. Team building/STEM challenges linked to our topic Being safe and respectful outdoors – care for and improve the local environment