



# Lawhead Primary School



## Learning Overview

Term 4: April - June 2024

Class: P5/6 - Mr Greenall

Our topic/theme for learning this term will be:		
Science Allstars		
Literacy:		
<p><b>Reading</b></p> <p>Employing different reading techniques during class novel and reading groups including:</p> <ul style="list-style-type: none"> <li>skimming</li> <li>scanning</li> <li>predicting</li> <li>clarifying</li> </ul> <p>Attempting comprehension challenges and completing extended book reviews with reference to author, genre, plot, characters and setting. Making comparisons to other books within the genre.</p>	<p><b>Writing</b></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>Using apostrophes to show possession or contraction.</li> <li>Identifying subject and predicate in context.</li> <li>Using active and passive verbs in sentence.</li> <li>Using brackets to include extra information (parenthesis).</li> <li>Exploring how to use semi-colons in piece of writing.</li> <li>Writing using 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns.</li> </ul> <p><u>Writing:</u></p> <p>Scientific reports – facts and structured writing.  Newspaper reports- researching a story and developing a viewpoint.  Recipes – creating detailed sets of instructions and organising them into logical steps.  Creating posters and pamphlets to explain different scientific processes.  Comic writing – developing a story visually and planning ahead to develop plot lines. Using captions, speech and thought bubbles, effective use of onomatopoeia.</p>	<p><b>Listening and Talking</b></p> <ul style="list-style-type: none"> <li>Building on others' ideas, presenting an argument.</li> <li>Comparing information, drawing conclusions.</li> <li>Selecting information to include in an argument.</li> <li>Listening to a range of spoken texts and expressing preferences for different ones with reasoning.</li> </ul>
Numeracy:		
<p><b>Number, Money and Measure.</b></p> <ul style="list-style-type: none"> <li>Comparing costs and different methods of payment.</li> <li>Exploring negative numbers and using them in context.</li> <li>Rounding decimals to a sensible figure</li> </ul>	<p><b>Shape, Position and Movement</b></p> <ul style="list-style-type: none"> <li>Creating scale models. Using and creating maps with increasing accuracy.</li> <li>To identify positions using co-ordinates including four quadrants.</li> <li>Translating a range of shapes using co-ordinates.</li> </ul>	<p><b>Information Handling</b></p> <ul style="list-style-type: none"> <li>Comparing averages and creating, and answering questions about data sets.</li> <li>Probability and uncertainty- creating games that use probability in different ways.</li> <li>Conducting probability experiments.</li> </ul>

<ul style="list-style-type: none"> <li>• Exploring number patterns and sequences and creating new ones using knowledge of facts.</li> <li>• Algebraic equations involving mixed operations and problem solving.</li> <li>• Creating function machines and working backwards.</li> </ul>		<ul style="list-style-type: none"> <li>• Discussing likelihood of events using data.</li> </ul>
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**Health and Wellbeing: (Pupils will not cover all 7 wellbeing indicators every term but will experience them all over the course of the year)**

SAFE	
HEALTHY	<u>Healthy Lifestyles</u> Understand the sequence of events that need to happen to create human life. Prepare for the emotional changes that take place during puberty. Developing an understanding of the effects drugs & alcohol have on the body
ACHIEVING	
NURTURED	
ACTIVE	
RESPECTED	
RESPONSIBLE	<u>P.E.P.A.S.</u> Racquet sports: Badminton/Tennis, Cricket/Rounders - Evaluate quality of own & others performance making reference to given criteria. Athletics - Apply a range of methods to record/monitor progress. Orienteering - Show a safe/effective way to travel within criteria.
INCLUDED	

**Other Curricular Areas:**

Social Subjects:	<ul style="list-style-type: none"> <li>• Discussing the role of significant scientists over time, exploring their lives and achievements in the development of new technologies.</li> </ul>		
Sciences:	<ul style="list-style-type: none"> <li>• Using range of electrical components to help to make a variety of circuits for differing purposes.</li> <li>• Representing circuits using symbols and describe the transfer of energy around the circuit.</li> <li>• Building simple chemical cells using readily-available materials which can be used to make an appliance work.</li> <li>• Researching how animals communicate and explaining how sound vibrations move through different media.</li> <li>• Investigating chemical changes in substances and describing how their characteristics have changed.</li> <li>• Creating mixtures of different materials and exploring how best to separate them.</li> <li>• Investigating the factors that influence the speed of dissolving.</li> <li>• Demonstrating simple chemical reactions safely using everyday chemicals.</li> </ul>		
Technologies:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>• Using digital technologies to search, access and retrieve information</li> <li>• Assessing the reliability and credibility of information from different digital sources.</li> <li>• Investigating how product design and development have been influenced by changing lifestyles.</li> </ul> </td> <td style="width: 50%;"> <b>Computing Science:</b> <ul style="list-style-type: none"> <li>• Creating, developing and evaluating computing solutions in response to a design challenge: eg. Code a game to practice different curricular areas.</li> <li>• Use technology to create a podcast/ audio presentation</li> </ul> </td> </tr> </table>	<b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>• Using digital technologies to search, access and retrieve information</li> <li>• Assessing the reliability and credibility of information from different digital sources.</li> <li>• Investigating how product design and development have been influenced by changing lifestyles.</li> </ul>	<b>Computing Science:</b> <ul style="list-style-type: none"> <li>• Creating, developing and evaluating computing solutions in response to a design challenge: eg. Code a game to practice different curricular areas.</li> <li>• Use technology to create a podcast/ audio presentation</li> </ul>
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Art and Design:	<ul style="list-style-type: none"><li>• Applying knowledge of media to meet a specific design brief.</li><li>• Discussing choices and critiquing the work of others.</li><li>• Collaborating to produce a piece of art.</li><li>• Demonstrating imagination and presenting at least one possible solution to a design problem.</li></ul>
Music:	<ul style="list-style-type: none"><li>• Building performance skills with ukuleles and percussion instruments.</li><li>• Identifying mood and emotions when listening to different pieces of music.</li><li>• Playing songs in different styles/ to reflect different emotions.</li></ul>
Drama:	<ul style="list-style-type: none"><li>• Using technology to record a short drama performance.</li><li>• Developing and communicating my ideas through a piece of drama.</li></ul>
Dance:	<ul style="list-style-type: none"><li>• Responding to different styles of music by dancing.</li><li>• Using feedback and success criteria to improve a dance routine.</li></ul>
Religious and Moral Education:	<ul style="list-style-type: none"><li>• Comparing worship in different ways - Muslim and Christianity prayers.</li><li>• Identifying features of Hindu shrines.</li><li>• Scientific theories of creation and evolution.</li></ul>
Modern Languages/1+2:	<ul style="list-style-type: none"><li>• Writing sentences about preferences in leisure, food and school.</li><li>• Identifying nouns, verbs and adjectives in French and discussing grammar.</li><li>• French – responding to stories in French, creating a personal profile.</li><li>• BSL – building sentences, asking questions.</li></ul>

### Suggestions To Support Learning At Home This Term:

- Complete weekly reading tasks and discuss author and genre.
- Improve your mental maths skills with regular practise on Sumdog or Topmarks.
- Create an audio/video review of a book you have enjoyed/disliked and explain your reasons.
- Practise the termly BSL song and play French games online to reinforce vocabulary eg. French-games.net.
- Attempt to recreate a famous scientific experiment at home – research one online and create a model or picture if you don't have the equipment to do your own experiment. Try looking online for ideas eg: <https://www.explainthatstuff.com/great-physics-experiments.html>
- Create an informational pamphlet warning people of some of the dangers of consumption of drugs and alcohol.