



Lawhead Primary School

Learning Overview - Class: Primary 5



Term 1 and 2: August - December 2024

Our topic/theme for learning this term will be:

Term 1: Farm to Fork

Term 2: Forces

Literacy:

Reading	Writing	Listening and Talking
<p>Term 1: Finding and understanding information from a text. Using a range of strategies to read fluently. Developing expression and projection when reading aloud.</p> <p>Term 2: Reading for pleasure- discussing our favourite books. Expressing opinions about favourite authors and illustrators. Developing awareness of genre and author style.</p>	<p>Term 1 Text Type: Letters and personal writing.</p> <p>Tools For Writing: Common words reinforcement (spelling and reading), basic punctuation. Use of commas.</p> <p>Term 2 Text Type: Poetry: cinquain, haiku and tanka.</p> <p>Tools For Writing: Developing a broad range of vocabulary, Syntax, use of synonyms.</p>	<p>Term 1 Turn taking and questioning. Asking and answering a range of different questions.</p> <p>Term 2 Identifying fact and opinions. Expressing opinions about different topics.</p>

Numeracy:

Number, Money and Measure	Shape, Position and Movement	Information Handling	Mental Maths
<p>Term 1: Estimation and rounding of different numbers. Place value- identifying a range of numbers, sorting them using a number line. Addition and subtraction - number lines, column addition/subtraction Measure- Measuring selves/classrooms and creating tables and charts.</p> <p>Term 2: Multiplication and division strategies - times tables pyramids, number sentences.</p>	<p>Term 1: Reinforcing directional language. Name common 2D and 3D shapes.</p> <p>Term 2: Identifying a range of different shapes and their properties. Link to measure. Calculate the perimeter and area of different quadrilaterals. Exploring tessellation and angles.</p>	<p>Term 1: Create a bar graph for measure data. Create a simple pictogram. Using tally charts to accurately record information.</p> <p>Term 2: Asking and answering questions about a range of data. Discussion of averages and range of a data set.</p>	<p>Term 1 Adding and subtracting single digit numbers. Reinforce the 2, 3, 4, 5 and 10 times tables for x and ÷ Round 3 digit numbers to the nearest 100 eg 465 round to 500, 139 to 100, Introduce the 6 and 7 times tables to multiply and divide Add or subtract 1 or 10 to / from any 4 digit number Add and subtract a single digit to/from a 2 or 3 digit number</p>

<p>Multiplication and division as repeated addition and subtraction - using numberlines.</p> <p>Written column multiplication- single digit, addition. Bus stop division method.</p>			<p>Find change from £1 using multiples of 5p eg 65p gives 35p change, and from £5 using multiples of 50p</p> <p>Term 2:</p> <p>Multiply two digit numbers by 10 Count back verbally in 50's or 25's from 1000,</p> <p>Find the doubles of the multiples of 5 and halves of multiples of 10 and 100 Read and write 5 and 6 digit numbers Find 1/2s and 1/4s of multiples of 100 Read any time on a clock face involving past and to the hour using am/pm Introduce the 8 and 9 times tables to multiply and divide and reinforce</p>
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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	Term 1: Food and the Consumer - Creating a healthy snack and discussing the impact of processed foods - ways that foods are marketed.
ACHIEVING	
NURTURED	Term 1: Developing mental, emotional, social resilience. Establishing growth mindset and positive relationships.
ACTIVE	<p>Term 1: Netball/Basketball Gymnastics Coordination, ball skills.</p> <p>Developing balance, control and timing. Exploring use of equipment to develop routines.</p> <p>Term 2: Developing physical wellbeing and fitness. Fitness Circuits Football/Rugby</p> <p>Setting personal targets. Discussing strategy. Attacking and defending together.</p>
RESPECTED	
RESPONSIBLE	Term 2: Heart start -responding safely and effectively to an emergency situation.
INCLUDED	



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Other Curricular Areas:

<p>Social Subjects:</p>	<p><u>Term 1:</u></p> <p>Considering the advantages and disadvantages of different forms of transport, discussing their impact on the environment.</p> <p>Explaining how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.</p> <p>Exploring how the needs of a group in my local community are supported.</p> <p><u>Term 2:</u></p> <p>Discussing why people and events from a particular time in the past were important, placing them within a historical sequence.</p>		
<p>Sciences:</p>	<p><u>Term 1:</u></p> <p>Through carrying out practical activities and investigations, showing how plants have benefitted society.</p> <p>Collaborating in the design of an investigation into the effects of fertilisers on the growth of plants.</p> <p>Expressing an informed view of the risks and benefits of their use.</p> <p>Investigating the lifecycles of plants and animals; learning to recognise the different stages of their development.</p> <p><u>Term 2:</u></p> <p>Investigating how friction, including air resistance, affects motion, suggesting ways to improve efficiency in moving objects.</p> <p>Collaborating in investigations to compare magnetic, electrostatic and gravitational forces; explored their practical applications.</p> <p>Investigating floating and sinking of objects in water, applying my understanding of buoyancy to solve a practical challenge.</p>		
<p>Technologies:</p>	<p>Digital Literacy:</p> <p><u>Term 1:</u></p> <p>Discussing, debating and improving ideas with increasing confidence and clear explanations.</p> <p>Reviewing examples of different software and hardware.</p> <p><u>Term 2:</u></p>	<p>Computing Science:</p> <p><u>Term 1:</u></p> <p>Understanding the operation of a process and its outcome. Structuring related items of information.</p> <p><u>Term 2:</u></p> <p>Enhancing design skills to solve problems and constructing models.</p>	<p>Food, Textiles, Technological Developments, Craft, Design, Engineering and Graphics:</p> <p><u>Terms 1 and 2</u></p> <p>Exploring problem solving strategies to meet increasingly difficult challenges with a food and textile focus.</p> <p>Developing dexterity, creativity and confidence when preparing and cooking food.</p>

	Extending and enhancing my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.	Explaining core programming language concepts in appropriate technical language.	
Art and Design:	Term 1: Link to RME - images of god and special days. Explore different drawing techniques - shading and different lines. Investigate use of colour in different pictures. Term 2: Explore different media to create different effects. Identify different media used in famous pictures and discuss the effect.		
Music:	Term 1: Listening to and responding to a variety of musical styles. Learning the basics of a musical instrument. Term 2: Using technology to record and create music.		
Drama:	Term 1: Improvising a character - using mime and body language to express different emotions. Term 2: Role play and hot seating of characters.		
Dance:	Term 1: Responding to music by dancing. Identifying slower/faster and happier/ sadder movements. Term 2: Creative dance- individual. Developing and extending movements.		
Religious and Moral Education:	Term 1: Special Days -Birthdays, Baptisms and Weddings Christianity Increasing knowledge and understanding of different forms of Christian worship and artefacts and explaining their importance for Christians. Hinduism Increasing my knowledge and understanding of different forms of worship and artefacts within world religions and explaining their importance for followers of world religions. Images of God Term 2: Birth Stories Birth of Jesus (Matthew) Describing the practices and traditions of Christianity and have considered the way these have influenced Scottish society. Birth of Siddharta Investigating the ways that world religions mark major life events and times of year, key features of such festivals and celebrations. Diwali - symbolism - light and dark, good and evil		
Modern Languages/1+2:	Term 1: Writing my age and birthday in French. Describing my Family (possessive adjectives) and link to birthdays. Reading short sentences in French and picking out key words. Listing French animals and playing bingo games. Recapping class register and routines Counting to 100 in French. Exploring songs, rhymes, raps and stories in French. BSL: Recapping daily greetings and colours - using during register. Counting upto 100. Term 2: Reading sentences in French and picking out key vocabulary. What do you wear to school? Describing myself - body parts, height, hair colour. Listening to and learning some French songs. BSL: Finger spelling my name. Asking simple questions. Describing my family.		