



# Lawhead Primary School

## Learning Overview - Class: P3/4



Term 4: April - July 2025

### Our topic/theme for learning this term will be:

Food, Farming and Forests

### Literacy:

Reading	Writing	Listening and Talking
<ul style="list-style-type: none"><li>Find, select and sort information from different types of texts</li><li>Make notes under different headings</li><li>Recognise the difference between fact and opinion</li></ul>	<p><b>Text Type:</b> Persuasive book and media response, Explanation</p> <p><b>Tools For Writing:</b></p> <ul style="list-style-type: none"><li>Presents writing in a clear legible way using images and other features.</li><li>Spells most Vocabulary used across the curriculum correctly</li><li>Write in a legible, attractive way using baseline joins and top joins</li></ul>	<ul style="list-style-type: none"><li>Listening and talking to exchange information and experiences</li><li>Asking questions to find explanations, ideas and opinions</li></ul>

### Numeracy:

Number, Money and Measure	Shape, Position and Movement	Information Handling	Mental Maths
<ul style="list-style-type: none"><li>Tell the time using 12-hour clocks</li><li>Explain how it impacts on my daily routine</li><li>Use a calendar to plan</li><li>Develop a sense of how long tasks take</li><li>Estimate then measure length and weight of objects</li></ul>	<ul style="list-style-type: none"><li>Uses grid reference systems and use them to describe and locate somethings position</li></ul>	<ul style="list-style-type: none"><li>Describe the likelihood of events occurring</li><li>Look at data gathered through everyday experiences to make predictions about the likelihood of events occurring</li></ul>	<ul style="list-style-type: none"><li>Read 12-hour clock times which involve half past and quarter past the hour</li><li>Read clock times which involve quarter past and quarter to the hour e.g. 'what time will it be quarter of an hour after half past 5?'</li></ul>

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	We will be following the <a href="#">First Level - RSHP</a> 'Relationships, Sexual Health and Parenthood' curriculum. P3: Progression 1 P4: Progression 2		
ACHIEVING	I can use a range of simple food preparation techniques when working with food. I am developing and using problem-solving strategies to meet design challenges with a food or textile focus. I can adapt and improve my ideas and can express my thoughts in different ways.		
NURTURED			
ACTIVE	Athletics & Fitness Striking & Fielding – Cricket, Softball, Rounders		
RESPECTED			
RESPONSIBLE	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.		
INCLUDED			
Other Curricular Areas:			
Social Subjects:	<ul style="list-style-type: none"><li>Describe and recreate the characteristics of my local environment by exploring the features of the landscape.</li><li>Explore the landscape of my local area, I can describe the various ways in which land has been used.</li><li>Explore the variety of foods produced in Scotland and discuss the importance of different types of agriculture in the production of these foods.</li></ul>		
Sciences:	<ul style="list-style-type: none"><li>Design experiments to find out what plants need in order to grow and develop.</li><li>Observe and record my findings and from what I have learned I can grow healthy plants in school.</li><li>Observe and record the sun and moon at various times, describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year.</li></ul>		
Technologies:	Digital Literacy: <ul style="list-style-type: none"><li>Access and retrieve information to support my learning.</li><li>Learn about ownership of material and ideas we read online.</li></ul>	Computing Science: <ul style="list-style-type: none"><li>Identify when a program does not do what was intended</li><li>Correct errors/bugs</li></ul>	Food, Textiles, Technological Developments, Craft, Design, Engineering and Graphics: <ul style="list-style-type: none"><li>Use a range of simple food preparation techniques when working with food.</li></ul>



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			<ul style="list-style-type: none"><li>• Problem solve to meet challenges with a food or textile focus.</li><li>• Adapt and improve ideas and can express my own thinking in different ways.</li></ul>
<b>Art and Design:</b>	<ul style="list-style-type: none"><li>• Observational drawing (farm produce &amp; landscape)</li><li>• Describes the shape between objects (near, far, back middle)</li><li>• Learn ways to create scale in drawings</li></ul>		
<b>Music:</b>	<ul style="list-style-type: none"><li>• Listen to a range of music pieces from different genres.</li><li>• Share thoughts and feelings by expressing personal views in response to musical experiences.</li><li>• Share views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work</li></ul>		
<b>Drama:</b>	<ul style="list-style-type: none"><li>• Become a character through body language, for example, and facial expression.</li><li>• Uses movement in a role, becoming a character through gestures, actions and posture.</li></ul>		
<b>Dance:</b>			
<b>Religious and Moral Education:</b>	<ul style="list-style-type: none"><li>• Develop an awareness of the ways in which followers of world religions celebrate different times of year.</li><li>• Relate these to my own life and community e.g. Compare 'Easter' to other springtime celebrations.</li></ul>		
<b>Modern Languages/1+2:</b>	<ul style="list-style-type: none"><li>• Comparison between France and Scotland</li><li>• Alphabet</li><li>• Names for some food and animals in French</li><li>• BSL - how to sign pets, farm and zoo animals</li></ul>		