



# Lawhead Primary School

## Learning Overview - Class: Primary 5



Term 4: April - July 2025

Our topic/theme for learning this term will be:			
What Makes Us Human			
Literacy:			
Reading	Writing		Listening and Talking
Identifying key vocabulary within a text.	<b>Text Type:</b> Creating information report and persuasive adverts.		Taking notes from a spoken text.
Summarising and rewriting key information from a text.	<b>Tools For Writing:</b> Editing and improving pieces of writing to ensure variety and flow		Creating a new text from written notes.
Completing in-depth book review for a range of different texts.	Using additional clauses and openers.		Using notes to present a talk.
Numeracy:			
Number, Money and Measure	Shape, Position and Movement	Information Handling	Mental Maths
Continuing and creating number patterns.	Investigating scale and maps.	Creating line graphs and pie charts.	Find thirds, fifths and tenths of quantities belonging to these tables.
Algebra - solving a range of problems involving missing values. Working backwards.	Creating a range of maps and finding things on maps.	Discussing trends and improving surveys.	Reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide.
Fractions, decimals and percentages. Converting between them and solving problems involving different fractions.	Using scale to change the size of different shapes.		Add or subtract a single digit to/from a 3 digit number eg 195. Estimate where a number from 0-1000 would be on a number line.

			<p>Multiply 2/3 digit numbers by 10.</p> <p>Find the change from £1 for any amount of money and, from £5 using multiples of 10p eg £2.20 leaves £2.80 and also compare costs and determine what can be afforded .</p> <p>+ and - Multiples of 10 to/from 3 digits (including bridging 100)</p> <p>Read and verbalise 5 and 6 digit numbers, give the number before or after and, add or subtract 1, 10 or 100 to/from .</p> <p>Double numbers to 100 and multiples of 100 and associated halves.</p> <p>Round 1dp numbers to the nearest whole number.</p> <p>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.</p> <p>Find <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{5}</math> of more complex quantities.</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)

<b>SAFE</b>	Substance misuse: Exploring misuse of substances and the effects upon the body.
<b>HEALTHY</b>	<p>RSHP programme: My body, friends and friendship, fair and equal life for girls and boys</p> <p>My senses: Things I like, things I don't like, consent, Social media/popular culture, Protecting me/Abuse and relationships.</p>
<b>ACHIEVING</b>	



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NURTURED			
ACTIVE	Athletics Tennis/Badminton Serving, rule creation, zonal and tactical awareness. Identifying personal strengths and building confidence and resilience.		
RESPECTED			
RESPONSIBLE			
INCLUDED			
Other Curricular Areas:			
Social Subjects:			
Sciences:	Investigating some body systems and potential problems which they may develop. Discussing how to make informed decisions to help me to maintain my health and wellbeing. Exploring the structure and function of sensory organs. Developing understanding of body actions in response to outside conditions. Carrying out investigations into the role of microorganisms in producing and breaking down some materials. Exploring characteristics offspring inherit when living things reproduce Distinguishing between inherited and non-inherited characteristics.		
Technologies:	Digital Literacy:  Using digital technologies to search, access and retrieve information Exploring unreliable sources of information.  I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.	Computing Science:  Exploring how information is stored and how key components of computing technology connect and interact through networks.  Creating, developing and evaluating computing solutions in response to a design challenge.	Food, Textiles, Technological Developments, Craft, Design, Engineering and Graphics:  Not a focus this term

<b>Art and Design:</b>	Responding to criticism to improve and adapt an artwork. Creating an artwork for a specific brief.
<b>Music:</b>	Create a group musical composition for a specified theme.
<b>Drama:</b>	Developing performance skills using technology and evaluating.
<b>Dance:</b>	Creative dance - creating a group performance building upon a range of different skills.
<b>Religious and Moral Education:</b>	<b>Sikhism around the World-</b> Describing and reflecting upon practices and traditions of world religions. <b>Pilgrimages</b> - Hajj -journeys Muslims make to show their faith. Compare to Christian pilgrimages.
<b>Modern Languages/1+2:</b>	Describing myself using words for personality traits as well as physical description. Writing simple French scripts for different scenarios. Reading familiar songs translated into French and matching with English vocabulary. Reading a familiar story in French. French sums - completing sums within a hundred and answering in French. Completing simple French roleplays and performing scripts. BSL - Animals - pets, farm and zoo animals