



Lawhead Primary School

Learning Overview



Term 1 and 2: August – December 2025

Class: P2

Topic/Cross Cutting Theme:	
Term 1: Inventors	Term 2: Polar Explorers
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
TERM 1- In class, we will revise the 12 metaskills. We will find opportunities to link the metaskills to our learning and play.	Term 2- Focus on Self-Management Establish Meta-skill of the week and house points will be given to acknowledge pupils showing that metaskill.
Literacy: Writing – Text Type	Literacy: Reading
This term, our writing focus is poetry. We will explore and discuss different types of poetry. We will be learning about the features of an acrostic poem and then use these to create our own. We will practise rhyming words and try to include rhyme in our poetry.	We will continue to progress through the phonics scheme. Reading books will be sent home weekly. During group reading session the focus will be reading aloud a piece of text by adding expression and showing understanding. Using our class and school library we will select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title or blurb. We will explain our preferences for texts and authors.
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
Spelling/Phonics: This term we will continue to work on spelling common words correctly. The spelling and phonics patterns covered in class will be shared via homework jotters.	Through our play opportunities we will select spoken texts to listen to and enjoy. We will select texts that can help us learn through our topic and use these texts to make notes. The children will be encouraged to select and share information they have found in a logical order.
Handwriting: Revision of correct letter formation, sizing and position on the line. We will practise laying our work out neatly in a jotter.	
Grammar: We will check our writing makes sense. We will become more confident using phonics and spelling strategies to spell words.	



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Punctuation: Focus will be on punctuating at least two sentences accurately, with a focus on capital letters and full stops.	
Modern Languages: French	British Sign Language
With Mrs Simpson we will learn colours and numbers , songs and games I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression.	Colours and nursery rhymes. Revision of introductions and revision of finger spelling so pupils can reply with their names Revise classroom objects
Numeracy: Mental Maths	Number, Money and Measure
<ul style="list-style-type: none">• Add and subtract within 10 including adding 3 numbers.• Estimate and count quantities to 50• Number bonds to 10• add a single digit to 10 eg 10+3, 3+10, 10+5, ..• Number between• Recognise numbers to 100• Find the difference using a number line	<p>Measure</p> <ul style="list-style-type: none">• Uses knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.• Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.• Records measurements of length, height, mass and capacity to the nearest standard unit, centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).• Compares measures with estimates.• Uses knowledge of relationships between units of measure to make simple conversions, for example, 1 m 58 cm = 158 cm.• Reads a variety of scales on measuring devices including those with simple fractions, for example, 1/ 2 litre. <p>Expressions</p> <ul style="list-style-type: none">• Understands and accurately uses the terms 'equal to', 'not equal to', 'less than', 'greater than', and the related symbols (=, ≠, <, >) when comparing quantities. <p>Number</p> <ul style="list-style-type: none">• Read, write, order and recite whole numbers to 100• Identifies the value of each digit• Add and subtract within 20.
Shape, Position and Movement	Information Handling
Not covered this term.	<ul style="list-style-type: none">• Everyday opportunities to explore collecting and using data.
Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none">• Team Invasion games – develop football and rugby skills. Through football and rugby focus we will develop our co-ordination and Fluency• Links and orders a series of movements with and without equipment to perform a sequence.• Moves with purpose demonstrating balance, control and rhythm.• Demonstrates knowledge and understanding of what a quality movement looks like, and feels like. Development of personal qualities such as being a good team player



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Mental and Emotional Wellbeing:	This term we will focus on exploring our feelings and emotions. We will consider how they make us behave in different ways and who we can talk to if we need help. Through play opportunities and stories, we will explore friendship.
Social Wellbeing:	We are learning about the rights that we are entitled to and the responsibilities that come with them. <ul style="list-style-type: none">• Engage with the UNCRC and establish our class charter linking this to our rights and responsibilities• Take part in consultation as we review our school vision values and aims• Develop our class shout out display linked to our school values• Establish classroom jobs, roles and responsibilities
Physical Wellbeing:	This term we will focus on keeping ourselves safe and managing risk. We will discuss keeping safe while setting up our class charter, during our topic work and when out in the community. We will practise crossing roads safely.
Planning For Choices and Changes:	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.
Food and Health:	Not covered this term.
Substance Misuse:	Not covered this term.
Cyber Resilience and Internet Safety:	Awareness of password safety.
Other Curricular Areas:	
Social Subjects	Through our topic on inventors and inventions we will compare our life today to those of the past. We will study Scottish scientists and think about how they have influenced the world around us.
Sciences	This term we will identify objects that use electricity, we will think about being safe around electrical circuits and build our own simple circuits.
Technologies	Digital Literacy: Identifies key components of frequently used technology <ul style="list-style-type: none">• Daily use of devices• Open, access and close apps• Log in Use technology to capture and share text, video or images to be displayed in the sway or floorbook. <ul style="list-style-type: none">• Create and share stories/experiences in stop motion animation, clips or scratch. Understand the need for passwords
	Computing Science: Use programmable devices, beebots and Scratch, to understand that computers take in information (input), process information and output the result.
	Food and Textiles: Use a range of equipment when working with textiles- provided through play opportunities in home corner and art area.
	Technological Developments in Society and Business: <ul style="list-style-type: none">• Identifies changes to technology over time



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	<ul style="list-style-type: none">• Compare and contrast technology from the past
	<ul style="list-style-type: none">• Craft, Design, Engineering and Graphics:• This term we will explore electrical engineering and link this to the world of work.
Expressive Arts	Art and Design: Observed drawing linked to line and shape skills. Through play opportunities explore, manipulate and test various media.
	Music: Introduce reading music in pictures, symbols or graphic scores. Perform body percussion using picture notation e.g clap, stamp, tap Create a sound to match a stimulus.
	Drama: Creates, chooses and takes on a role to take part in a short, improvised drama. Uses voice to convey a character.
	Dance: Not covered this term
Religious and Moral Education:	Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. I can describe the key features of the values of Christianity which are expressed in stories.
Outdoor Learning and Learning for Sustainability Opportunities:	<ul style="list-style-type: none">• Road safety – using a pedestrian crossing• Local walk• Navigates and demonstrates path finding• Being safe outdoors