



# Lawhead Primary School

## Learning Overview



**Term 1 and 2: August – December 2025**

Class: Primary 3

<b>Topic/Cross Cutting Theme:</b>	
Term 1: Raging Rivers	Term 2: Polar Explorers
<b>Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:</b>	
<b>Term 1</b> Introduce Metaskills Land - use poems. Developing our recognition of the 12 different skills – able to identify them in class.	<b>Term 2</b> Build awareness of Metaskills Land character dice/finger puppets. Pupils talk about when they have used specific metaskills in their lives.
<b>Literacy: Writing – Text Type</b>	<b>Literacy: Reading</b>
T1: Short stories – story structure – introducing character and setting, establishing problems and resolution. Personal writing – creating reports about self, personal interests and hobbies. T2: Poetry – non rhyming, expressive – list poems and shape poems. Responding to a book or piece of media and persuading people to try it.	T1: Reading, listening to or watching texts which I enjoy and find interesting, and I explaining why I prefer certain texts and authors. Selecting and using strategies and resources before I read, and as I read, to help make the meaning of texts clear. T2: Using knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. Recognising the difference between fact and opinion.
<b>Literacy: Writing – Tools For Writing</b>	<b>Literacy: Listening and Talking</b>
<b>Spelling/Phonics:</b> T1: Phonics – finishing phase 2 Rocket phonics. Spelling: Applying long e spelling rules. A_e, e_e, i_e, o_e, u_e. Practising and recognising common words. T2: Vowel diagrams eg. Ai/ay, ee/ea.	Term 1: Identifying and discussing the purpose, key words and main ideas of the text, and using this information for a specific purpose.  Developing listening skills, awareness of turn taking. Developing questioning skills and responding with respect.  Term 2: Showing understanding of different visual and auditory media by responding to and asking different kinds of questions.  Recognising the difference between fact and opinion.
<b>Handwriting:</b> Letter formation, and finger spaces, presentation skills. Underlining, focussing on the first joins.	
<b>Grammar:</b> T1: Basic sentence structure, use of connectives. T2: Developing awareness of adjectives and range of verbs.	
<b>Punctuation:</b> T1: Basic sentence work and awareness of other types of punctuation. T2: Developing use of question marks and exclamation marks.	
<b>Modern Languages: French</b>	<b>British Sign Language</b>
Using French as part of our daily routine. Refreshing knowledge of months and the days in French and the seasons. Labelling and identifying classroom objects in French. Using French to describe how we are feeling.	Revision of finger spelling – Spelling names using this method. Revise colours for lunch bands- include in daily routine. Revise classroom objects. Time: days of the week, months of the year. Asking questions in BSL.
<b>Numeracy: Mental Maths</b>	<b>Number, Money and Measure</b>
T1: Add and subtract single digit numbers together. Read, write and verbalise numbers to 100, and give numbers before or after, and recognise odd and even numbers. Count on and back verbally in 1's and 10's	Term 1: Place value upto a 1000 – arranging numbers- visualising and identifying the value of each digit. Solving addition and subtraction problems using written strategies. Estimating how long or heavy an



# Lawhead Primary School

## Learning Overview



<p>from any two digit number. Find different combinations of coins to pay for items and change using coins to £1. Verbalise months of the year and say which month is after (or before) any other month.</p> <p>T2: Find the missing number in statements. Reinforce adding three digits. Add and subtract 10 to / from two digit numbers. Use a number line to add or subtract small numbers to or from numbers to 20. Read and verbalise three digit numbers, give the numbers before or after and explain the link between a digit, its place and its value.</p>	<p>object is, then measure or weigh it using appropriate instruments and units. Estimating the area of a shape by counting squares. Comparing numbers using greater than and less than symbols and also identifying when to use the equals symbol.</p> <p>Term 2: Using multiplication and division when solving problems, developing written strategies Exploring fractions through practical activities, learning how to share objects, ordering fractions on a numberline. Telling the time using 12 hour clocks. Using a calendar to plan and be organised for key events for myself and my class throughout the year. Explore how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.</p>
<p><b>Shape, Position and Movement</b></p> <p>Exploring simple 3D objects and 2D shapes and identifying, naming and describing their features using appropriate vocabulary.</p> <p>Exploring and discussing how and why different shapes fit together and creating a tiling pattern with them.</p>	<p><b>Information Handling</b></p> <p>Exploring the variety of ways in which data is presented, asking and answering questions about the information it contains.</p> <p>Using a range of ways to collect information and sorting it in a logical, organised and imaginative way using different criteria.</p>
<p><b>Health and Wellbeing:</b></p>	
<p><b>Physical Education, Physical Activity and Sport:</b></p>	<ul style="list-style-type: none"> <li>• Across Terms 1 &amp; 2: Team Invasion – football and rugby skills.</li> <li>• Co-ordination and Fluency – developing throwing and catching techniques. Monitoring fluency and expanding strength and distance of throws.</li> <li>• Fitness – developing stamina and fluency in different physical activities.</li> <li>• Aesthetics – Scottish country dancing - performance techniques – cooperation – rehearsal of movements.</li> <li>• Co-ordination and Fluency - ball familiarisation and speed.</li> </ul>
<p><b>Mental and Emotional Wellbeing:</b></p>	<p>Expressing feelings and developing awareness of emotional range.</p> <p>Looking at strategies for managing emotions and maintaining good mental wellbeing.</p>
<p><b>Social Wellbeing:</b></p>	<p>Exploring children's rights and how these relate to my daily learning in the classroom.</p> <p>Making and maintaining successful friendships- reinforcing positive strategies.</p>
<p><b>Physical Wellbeing:</b></p>	<p>Assessing risks in and around school.</p> <p>Travelling safely in and around the local area – traffic safety awareness.</p>
<p><b>Planning For Choices and Changes:</b></p>	<p>Describe different jobs needed in the community and the skills needed to complete these jobs effectively.</p>
<p><b>Food and Health:</b></p>	<p>N/A - not covered in term 1 and 2</p>
<p><b>Substance Misuse:</b></p>	<p>N/A - not covered in term 1 and 2</p>
<p><b>Cyber Resilience and Internet Safety:</b></p>	<p>N/A - not covered in term 1 and 2</p>
<p><b>Other Curricular Areas:</b></p>	
<p><b>Social Subjects</b></p>	<p>Term 2: By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. By exploring climate zones around the world, I can compare and describe how climate affects living things. By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. I can contribute to a discussion of the difference between my needs and wants and those of others around me.</p>
<p><b>Sciences</b></p>	<p>Term 1: Sort living things into groups and explain my decisions. Exploring examples of food chains and showing an appreciation of how animals and plants depend on each other for food. Designing experiments to find out what</p>



# Lawhead Primary School

## Learning Overview



	plants need in order to grow and develop. Observing and recording my findings and from what I have learned I can grow healthy plants in school. Investigating how water can change from one form to another.
<b>Technologies</b>	<b>Digital Literacy:</b> Exploring digital technologies to support and enhance my learning in different contexts. Developing confidence and independence with logging into different profiles, eg. Glow and Sumdog.
	<b>Computing Science:</b> Exploring processes in the world around me making use of core computational thinking concepts and can organise information in a logical way.
	<b>Food and Textiles:</b> Term 1: Use a range of simple food preparation techniques when working with food. Harvest recipes – following and recounting instructions. Term 2: Using a range of tools and equipment when working with textiles.
	<b>Technological Developments in Society and Business: N/A</b>
	<b>Craft, Design, Engineering and Graphics:</b> Term 1: conserving materials and resources, considering the impact of my actions on the environment. Term 2: sketching, manually or digitally, to represent ideas in different learning contexts.
<b>Expressive Arts</b>	<b>Art and Design:</b> T1: Creating and presenting work using the visual elements of line, shape, form, colour, tone, pattern and texture. Link with topic - Marbelling, Local landscape drawing, Sea animals (rainbow fish)  T2: I can create a range of visual information through observing and recording from my experiences across the curriculum. Collage using different materials., Creating puppets, hats and masks.
	<b>Music:</b> T1: Singing and playing music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. Charanga – Unit 1 let your spirit fly  T2: Using my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. Charanga – unit 2 Glockenspiel stage 1. Learning Christmas songs and performing actions.
	<b>Drama:</b> T1: Creating, choosing and accepting roles, using movement, expression and voice. <ul style="list-style-type: none"><li>• role play</li><li>• Drama games</li></ul> T2: Expressing my ideas, thoughts and feelings through drama. <ul style="list-style-type: none"><li>• Using puppets and masks</li><li>• character work</li></ul>
	<b>Dance:</b> T1: Practising and performing steps, formations and short dance - following short routines link to topic.  T2: Practising and performing steps, formations and short dance – Scottish country dancing.
<b>Religious and Moral Education:</b>	Term 1: Places of Worship - Developing awareness of how people's beliefs and values affect their actions. Building understanding and respect for the beliefs and values of others.  Term 2: Values and Issues- Exploring 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. Identifying the key features and values of Christianity which are expressed in stories.
<b>Outdoor Learning and Learning for Sustainability Opportunities:</b>	T1: Establishing rules for outdoor learning. Playing games and team building exercises.  T2: Outdoor learning out in the community – Laid Braes. <ul style="list-style-type: none"><li>• Nature watching and identification – pond dipping</li><li>• Litter pick</li><li>• Shelter building</li></ul>