



Lawhead Primary School

Learning Overview



Term 1 and 2: August – December 2025

Class: P4/5

Topic/Cross Cutting Theme:	
Term 1: Life in the Ocean	Term 2: Inventors and Inventions
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
<p>Term 1 Introduce/Revise the 12 metaskills – use lessons and resources from the Metaskills Toolkit - Meta-skills Toolkit - Skills Development Scotland</p> <p>Develop metaskills class display.</p> <p>Introduce meta skills plenary as part of our lesson plenaries.</p> <p>P4-7 Metaskills videos to revise metaskills - Lesson Inserts - Skills Development Scotland</p>	<p>Term 2 Self-Management</p> <p>Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill - meta-skills-progression-framework.pdf</p> <p>P4-7 – make links between metaskills and SHANARRI/school values.</p> <p>P4-7 – use self-evaluation tools and set goals for self-management Learner Self-evaluation Tools - Skills Development Scotland</p> <p>P5-7 – start to set up pupils on ‘My World of Work’</p>
Literacy: Writing – Persuasive- Exposition	Literacy: Reading
<p>The text type will be persuasive with focus on Exposition through writing of various report and adverts linking with our topics.</p> <p>Imaginative poetry – Haiku, cinquain, tankas. Focus on topic and Christmas.</p>	<p>Selects texts regularly for enjoyment or to find information for a specific purpose.</p> <p>Reads with fluency, understanding and expression using appropriate pace and tone.</p> <p>Opportunities for learners to practice applying a variety of reading strategies. Activities, such as simple sentence strips or cloze passages and those which develop scanning skills. The use of core reading books, or teacher devised text to read high frequency words, pay attention to punctuation, grammar and the use of reading strategies to support their understanding.</p>
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<p>Spelling: Spell the most common words, using knowledge of letter patterns and spelling rules. Supportive resources will help me spell tricky or unfamiliar words. The homework list of words will reflect the learning in class.</p> <p>Handwriting: Revise letter joins. Children are encouraged to transfer their joined script to all areas of the curriculum.</p> <p>Grammar: Uses sentences of different lengths and types and varies sentence openings. Revisit alliteration, simile, metaphor, onomatopoeia.</p> <p>Punctuation: Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.</p>	<p>Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.</p> <p>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</p> <p>Class harvest assembly on Friday 10/10/25.</p>
Modern Languages: French	British Sign Language
<p>Say -Numbers to 39. Ages and birthdays, Family Christmas and New year card. Number bingo Ages and birthdays,</p>	<p>Revision of introductions and revision of finger spelling so pupils can reply with their names</p>



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<p>Family – Asking and answering simple questions about who is in my family. Christmas song</p> <p>Read -Numbers to 39</p> <p>Write – Simple vocabulary relating to Family -Uses support such as a dictionary, word banks, cloze activities or writing frames.</p>	<p>Revise colours – link to lunch bands</p> <p>Revise classroom objects</p> <p>P4-7 BSL Song How Far I'll Go - Alessia Cara - Moana - SignSing BSL SSE Disney - YouTube</p> <p>Time, days of the week, months of year and revise numbers.</p>
Numeracy: Mental Maths	Number, Money and Measure
<p>Reinforce + and - of single digits eg $8+7$, $15-8$.</p> <p>Reinforce the 2, 3, 4, 5 and 10 times tables for \times and \div</p> <p>Round 3 digit numbers to the nearest 100 e.g. 465 round to 500, 139 to 100,</p> <p>Introduce the 6 and 7 times tables to multiply and divide and reinforce that if $7 \times 6 = 42$, then $6 \times 7 = 42$, $42 \div 7 = 6$, and $42 \div 7 = 6$</p> <p>Add or subtract 1 or 10 to / from any 4 digit number eg $2451 - 10$, $3999 + 1$</p> <p>Add and subtract a single digit to/from a 2 or 3 digit number eg $258-4$, $135+3$, $710-5$, $97+9$</p> <p>Find change from £1 using multiples of 5p eg 65p gives 35p change, and from £5 using multiples of 50p eg £1.50 gives £3.50 change</p> <p>Multiply two digit numbers by 10 eg 34×10, 46×10</p> <p>Count back verbally in 50's or 25's from 1000, eg 1000, 950, 900, ... or 1000, 975, 950, ..</p> <p>Find the doubles of the multiples of 5 eg $85+85$ and halves of multiples of 10 and 100 eg $1/2$ of 30, $1/2$ of 70, $1/2$ of 90, $1/2$ of 120, $1/2$ of 320</p> <p>Read and write 5 and 6 digit numbers eg 12597 or 314067 and give the number before or after</p> <p>Find $1/2$s and $1/4$s of multiples of 100</p> <p>eg $1/2$ of 1300, $1/4$ of 200, $1/4$ of 300</p> <p>Read any time on a clock face involving past and to the hour using am/pm</p> <p>Introduce the 8 and 9 times tables to multiply and divide and reinforce that if $8 \times 9 = 72$, then $9 \times 8 = 72$, $72 \div 8 = 9$, and $72 \div 9 =$</p>	<p>Read, writes, order and recite whole numbers to 100, 1000 and beyond, starting from any number in the sequence.</p> <p>Estimate the position of any number up to 100 on a number line/square. Round whole numbers to the nearest 10 and 100.</p> <p>Discuss and use strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.</p> <p>Use my knowledge of number bonds to support addition and subtraction calculations.</p> <p>Solve addition and subtraction problems with two or three digit whole numbers.</p> <p>Solve addition and subtraction word problems including two step problems. Discuss known strategies.</p> <p>Add and subtract multiples of 10 or 100 to or from any whole number to 1000.</p> <p>Solve a range of addition and subtraction tasks with larger numbers. Use a range of strategies to add/subtract decimal fractions (tenths) Choose and justify the most efficient method (mental or written) for the problem given.</p> <p>Solve a variety of different types of number problems.</p> <p>Use correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.</p>



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Shape, Position and Movement		Information Handling
Using MathsBURST and the STEM SPACE Project we will focus pupils on pupils spacial reasoning skills. This will include using symmetry for a range of 2D shapes and applying understanding to create and complete symmetrical pictures and patterns We will explore 3D objects and 2D shapes and use mathematical language to describe their properties.		Understand that sets can be organised by one or more attributes. Understand that information can be collected and recorded in different ways. Gather data relevant to a question. Explore different types of bar graphs, tables and carroll and venn diagrams.
Health and Wellbeing:		
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none">• Team Invasion – football and rugby• Aesthetics – Scottish country dancing• Co-ordination and Fluency	
Mental and Emotional Wellbeing:	Be aware of how to express my feelings and am developing the ability to talk about them. Know that we all experience a variety of thoughts and emotions that affect how we feel and behave and learn ways of managing them. Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. Care and show respect for myself and others. Create Class charter with the children. Create wellbeing indicators display for pupils to add to.	
Social Wellbeing:	Class charter and links to UNCRC - explore the rights to which I and others are entitled, I can exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. Make full use of and value the opportunities I am given to improve and manage my learning, and, in turn, I can help to encourage learning and confidence in others. Value the opportunities I am given to make friends and be part of a group in a range of situations. Establish classroom jobs, roles and responsibilities	
Physical Wellbeing:	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Class discussion. I know and can demonstrate how to travel safely.	
Other Curricular Areas:		
Social Subjects	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. I can use evidence selectively to research current social, political or economic issues.	
Sciences	I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. I can help to design experiments to find out what plants need to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. By investigating how water can change from one form to another, I can relate my findings to everyday experiences. I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.	



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	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way.</p> <p>I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.</p> <p>I can extend my knowledge and understanding of engineering disciplines to create a solution.</p> <p><i>I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.</i></p> <p><i>I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.</i></p>
Technologies	Digital Literacy: Communicate and collaborate with others using digital technology, for example, email, Glow or other platforms. Opens and saves a file to and from a specific location. Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software. Uses digital technology to collect, capture, combine and share text, sound, video and images
	Computing Science: Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those with selection and repetition. Identifies steps in a process and describes precisely the effect of each step. Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those with selection and repetition. Identifies steps in a process and describes precisely the effect of each step.
	Food and Textiles: Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures and wool. Investigates a simple problem /challenge which includes given criteria.
	Technological Developments in Society and Business: Explains how and why it is important to conserve energy. Discusses the advantages and disadvantages of how technologies impact on the environment, for example, renewable energy technologies.
	Craft, Design, Engineering and Graphics: Recognises engineering in the world around them for example bridges, construction, electronics, computers. Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used. • Uses appropriate tools and joining methods to construct a model.
Expressive Arts	Art and Design: Observational drawing and media techniques. Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item- Related to topic of the seas – shells, seaweed etc Uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line; Related activities- Using a variety of media to create seascapes and look in detail at creatures within the oceans
	Music: YMI – Music Technology. Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. - related to topic of the sea- Benjamin Britain and Saint Saens Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. Songs connected to Harvest assembly.
	Drama: Creates, choose and takes on a role within a drama game. Use voice, considering use of volume, expression, clarity and pace. Use movement and expression in roles, conveying a character through gestures, actions and posture, body language and facial expression.
	Dance: Show understanding of the key features of dance. Demonstrate coordination and some control in a range of dance actions and sequences with a focus on Scottish country dances.
Religious and Moral Education:	<p>Share my developing views about values such as fairness and equality and love, caring, sharing and human rights. Developing respect for others through understanding of their beliefs and values.</p> <p>Christianity Focus - Christmas</p>



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	Investigate and reflect upon the lives and teachings of Jesus and key Christian figures. Draw upon moral values expressed in Christianity to understand how these have influenced Christian morality.
Outdoor Learning and Learning for Sustainability Opportunities:	Adventures out with the local area, including opportunities for shelter building , safety, climbing and traversing skills, water activities and water safety. Exploring a river/ links to water cycle. Begins to identify risks and mitigations independently. Plan for and applies appropriate safety measures when going outdoors.