Lawhead Primary School
Learning Overview

Term 1 and 2: August – December 2025

Class: P5/6

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:	
Term 1 Revision of the 12 Metaskills Develop Metaskills through class display using resources from last session. Refer to meta skills display in hall and classroom and link to learning/play experiences. Discussion of Metaskills links in lesson plenaries and link to a range of careers.	**Term 2** **Self-Management** Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill Making links between metaskills and SHANARRI/school values. Use self-evaluation tools and set goals for self-management. Introduction to the online resource, 'My World of Work' to self-evaluate qualities linked to future careers.

Literacy: Writing – Persuasive and Information texts	**Literacy: Reading**
Term 1 Exposition/persuasive leaflets (linked to Life in the Oceans topic), focusing on persuasive style of language and layout of texts, including illustrations. **Term2** Biography writing (linked to the Inventors topic) with a focus on non-fiction/informational language. Imaginative writing, with a focus on descriptive vocabulary and organisation of structure/plot to create suspense.	**Class novel:** 'The Water Horse' by Dick King-Smith Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb (personal reading books from the school library/home) Explains preferences for particular texts and authors Reads aloud a familiar piece of text by adding expression and can show understanding (can be supported at home through group novels) Finds, selects and sorts relevant information from a range of sources (linked to Social Studies) Making informed predictions.

Literacy: Writing – Tools For Writing	**Literacy: Listening and Talking**
Spelling/Phonics: Doorway –digital learning (whole class on weekly rota with individualised patterns) Spelling groups with weekly patterns from the programme of study Proof-reading, including development of dictionary skills (also linked to writing)	Engaging with others, responding in ways appropriate to my role. Valuing others' contributions and using these to build on thinking. Listening to share and compare information. Understands and uses tense appropriately (e.g. future, past, present, possibly moving onto conditional) Recognising alternative interpretations of the same spoken text. Presenting skills will be covered as part of the class harvest themed assembly, scheduled for the end of Term 1, on the 10th of October.
Handwriting: consolidation of all linked script, sizing and spacing of script	
Grammar: Paragraphs to separate thoughts and ideas. Reviews and corrects writing to ensure it makes sense, is technically accurate, and meets its purpose.	

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Punctuation: capital letters with focus on proper nouns, full stops, commas, direct speech/inverted commas and colons.	
Modern Languages: French	**British Sign Language**
Pets and animals Works with others to plan and check written work. Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language.- Using a bilingual dictionary	Revision of introductions (folder 4 from BSL pack) and revision of finger spelling so pupils can reply with their names Revise colours Revise classroom objects P4-7 BSL Song How Far I'll Go - Alessia Cara - Moana - SignSing BSL SSE Disney - YouTub
Numeracy: Mental Maths	**Number, Money and Measure**
P5 **Aug-Dec** Reinforce + and - of single digits Reinforce the 2, 3, 4, 5 and 10 times tables for x and ÷ Round 3 digit numbers to the nearest 100 Reintroduce the 6 and 7 times tables to multiply and divide Add or subtract 1 or 10 to / from any 4 digit number Add and subtract a single digit to/from a 2 or 3 digit number Find change from £1 using multiples of 5p, and from £5 using multiples of 50p Multiply two digit numbers by 10 Count back verbally in 50's or 25's from 1000 Find the doubles of the multiples of 5 and halves of multiples of 10 and 100 Read and write 5 and 6 digit numbers and give the number before or after Find 1/2s and 1/4s of multiples of 100 Read any time on a clock face involving past and to the hour using am/pm Introduce the 8 and 9 times tables to multiply and divide. **P6** **Aug-Dec** reinforce basic bonding eg 8+7, 9+8, 17-9 with an emphasis on speed and fluency, and, all the times tables to 10 to x and ÷ Read and verbalise 6 digit numbers, give the number before or after and, add or subtract 1, 10 or 100 to/from 4 or 5 digit numbers Find halves of even numbers to 100 and halves of multiples of 10 Round decimals to the nearest whole number Add and subtract single digits to/from 3 digits Number bond pairs to make 100 Find change from £5 when using multiples of 10p, compare costs and determine what can be afforded, using terms profit and loss in simple calculations Multiply 2 and 3 digit numbers by 10 Find simple time differences using the 12 hour clock and by using electronic or paper based time tables Double numbers to 100, halves of multiples of 100 Convert between related units of the metric system and use common units when estimating sizes, including perimeters and areas of 2D shapes	*see mental maths areas being covered (opposite) as they link to much of the number focus areas. Consolidation of written methods of the four functions: addition, subtraction, multiplication and division. Estimating and rounding, including decimals Place value to the millions, including partitioning (breaking larger numbers up into digit values) Exploring patterns and sequences. Solving multi-step problems, that involve a combination of addition, subtraction, multiplication and division with whole numbers ensuring the correct order of operations. Identify the multiples and factors of numbers, with strong focus on times tables recall.

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Reinforce the times tables to multiply and divide but with an emphasis on speed and use to find thirds, fifths and tenths of quantities belonging to these tables.	
Shape, Position and Movement	**Information Handling**
STEM Spatial Intelligence: Reflective symmetry Define line/reflective symmetry. Complete reflections of given 2D shapes and 3D objects Reflect 2D shapes over vertical, horizontal and inclined (diagonal) axes Identify that shapes can change when cut on folds Visualise, predict and check folded and cut patterns Describe a net as being a 2 dimensional representation of a 3 dimensional object. Create a variety of nets for a cube. Use their knowledge of the properties of nets to investigate the possible formations of connected 2D shapes to create 3D shapes 3D shape visualisation Count shown and hidden blocks in a built shape. Understand the pattern to count and check hidden blocks Identify cross sections of 3D objects	Collects, organises and displays data in a variety of ways including through digital technology. Represent data in diagrams and tables that may include simple pie charts, Venn diagrams and Carroll diagrams Analyses, interprets and draws conclusions from data and communicates findings. Interpret pictograms where one unit represents more than one data value.

Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	Team Invasion – football and rugby (developing skills) Aesthetics – Scottish country dancing Co-ordination and Fluency
Mental and Emotional Wellbeing:	Awareness of and being to express my feelings and developing the ability to talk about them. Understanding that we all experience a variety of thoughts and emotions that affect how we feel and behave and learning ways of managing them. Understanding that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. Developing and valuing relationships, caring and showing respect for myself and others.
Social Wellbeing:	Exploring the rights to which I and others are entitled, exercising these rights appropriately and accept the responsibilities that go with them. Showing respect for the rights of others. (linked to the Class Charter) Making full use of and valuing the opportunities given to improve and manage learning and, in turn, helping to encourage learning and confidence in others. Valuing the opportunities given to make friends and be part of a group in a range of situations.
Physical Wellbeing:	Learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Demonstrate how to travel safely.

Other Curricular Areas:	
Social Subjects and Sciences	**Term 1: Oceans** Extracting information from more than one kind of map. Building knowledge of the geography of a world map including seas and continents. Suggesting ways in which people can live in a more environmentally responsible way, with a particular focus on plastic pollution in our oceans. Classify examples of living things, past and present, to appreciate their diversity. Relate physical and behavioural characteristics to their survival or extinction. Use knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. Apply knowledge of how water changes state to help understand the processes involved in the water cycle in nature over time.

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	Through research on how animals communicate, explain how sound vibrations are carried by waves through air, water and other media. Investigate different water samples from the environment (possibly the West Sands Beach to look for microplastics) and explored methods that can be used to clean and conserve water. Awareness of the properties and uses of water. **Term 2: Inventors and Inventions** Energy conservation. Exploring non-renewable energy sources, describing how they are used in Scotland today and express an informed view on the implications for their future use. Exploring the substances that make up Earth's surface, to compare some of their characteristics and uses. Use evidence to research current social, political or economic issues. 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 (crossover link with Oceans topic) Extend knowledge and understanding of engineering disciplines to create a solution. *Linked to Metaskills and DYW (Developing the Young Workforce)* *Discuss the relevance of skills to the wider world and make connections between skills and the world of work.* *Explain to others my ambitions/what I would like to do and look for ways to achieve them/that.* *I can recognise the skills I have and need for work.*
Technologies	**Digital Literacy:** Extend and enhance knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. Identifies and saves in a range of file formats Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms. Selects and uses applications and software to capture, create and modify text, images, sound and video. Selects the most appropriate digital software to perform a task.
	Computing Science: Develop and evaluate computing solutions in response to a design challenge. Creates programs in a visual programming language
	Technological Developments in Society and Business: Investigate how product design and development have been influenced by changing lifestyles
	Craft, Design, Engineering and Graphics: **(links to Inventors and Inventions)** Extend and enhance my design skills to solve problems and construct models. Recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. Extend knowledge and understanding of engineering disciplines to create solutions.
Expressive Arts	**Art and Design:** Creating and presenting work that shows developing skill in using the visual elements and concepts Inspired by a range of stimuli, expressing and communicating ideas, thoughts and feelings through activities within art and design. Responding to the work of artists and designers by discussing thoughts and feelings. Giving and accepting constructive comments on own and others' work.
	Music: YMI (Youth Music Initiative) - visiting specialist, Mr Erik Knussen focusing on music technology.

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	Using voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
	Drama: Creating, adapting and sustaining different roles, experimenting with movement, expression and voice. Inspired by a range of stimuli, expressing and communicating ideas, thoughts and feelings through drama.
	Dance: Explore and choose movements to create and present dance, developing skills and techniques.
Religious and Moral Education:	Investigating and reflecting upon the lives and teachings of Jesus and key Christian figures and drawing upon moral values as expressed in Christianity. Sharing developing views about values such as fairness and equality and love, caring, sharing and human rights. **Focus religion – Hinduism (Term 1)** Investigating and reflecting upon the lives and teachings of significant figures from world religions and drawing upon moral values as expressed in religious scriptures and other stories. **Focus on Islam (Term 2)**
Outdoor Learning and Learning for Sustainability Opportunities:	Seashore –environmental impact study Nature Study linked to Social Studies Bikability Litter picking