



Lawhead Primary School

Learning Overview



Term 1 and 2: August – December 2025

Class: P6

Topic/Cross Cutting Theme:	
Term 1: Inventions/Inventors/How Things Work	Term 2: The Ocean
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Term 1 Space STEM Maths project Revision of the 12 meta skills	Term 2 Space STEM Maths project How the meta skills link to the wellbeing indicators Focus on self-management skills
Literacy: Writing – Text Type	Literacy: Reading
Term 1-Description- (Personal writing Biographies) This will be linked to our topic on Inventors A clear, engaging title that outlines the subject to be described. Descriptive language that refers to aspects such as size, shape, number, texture and colour. Literary techniques e.g. similes, metaphors, onomatopoeia. Positional language. Subject-specific vocabulary Term 2 – Procedure- (Science Report with hypothesis) This will be linked to our Ocean topic Features to include: A clear title e.g. 'How to...' or 'The Ultimate Guide to...' A clear list of equipment or resources required Steps or instructions that have been sequenced clearly, often arranged into numbered points, sections or paragraphs. Time connectives and sequencing words e.g. first, after, then, next, finally. Relevant images e.g. diagrams, flowcharts, illustrations Text written in simple present tense Text written in a simple, clear to follow format	ENJOYMENT AND CHOICE (T1) Explains preferences for texts, authors or sources with supporting detail. This will be done through personal choices from home, classroom and school libraries. Pupils will be asked to keep a reading diary to show preferences and target of reading for at least 30 mins a week (3X10 mins/ 30mins etc). Pupils can also record audiobooks if this is their preferred way to access texts. TOOLS FOR READING (T2) Reads with fluency, understanding and expression using appropriate pace and tone. In term 2 we will begin to give access to group novels and literacy tasks to be completed at home. Pupils will always have access to the class and school libraries for personal enjoyment and choice.
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
Spelling/Phonics: Working on common/high frequency words and assessing individual spelling patterns for term 2 focus	T1 ENJOYMENT AND CHOICE Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences (videos, tv shows podcasts etc used at home or in school)



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<p>Handwriting: Focus on presentation and layout of work in all jotters. Targets for pen licenses. Writes in a fluent and legible way</p>	<p>Shows respect for the views of others and offers own viewpoints</p> <p>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas</p>
<p>Grammar: Writes most sentences in a grammatically accurate way Uses sentences of different lengths and types and varies sentence openings Links sentences using a range of conjunctions Uses paragraphs to separate thoughts and ideas</p> <p>Term 2 Makes appropriate choices about layout and presentation, including in digital texts to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions</p>	<p>T2 FINDING AND USING INFORMATION Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</p> <p>This will be done through our topic work "The Ocean"</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. Punctuation is mainly accurate.</p>	
Modern Languages: French	British Sign Language
<p>TERM 1 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.</p> <p>Describing others- Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases which convey information about familiar contexts, for example, self, home, family, school.- Home</p> <p>TERM 2 Describing others- Produces written work in the target language which is mostly accurate in terms of use of personal pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs. Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences.</p>	<p>P4-7 BSL Song How Far I'll Go - Alessia Cara - Moana - SignSing BSL SSE Disney - YouTube</p> <p>Revise colours, introductions and finger spelling your name.</p>



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Numeracy: Mental Maths	Number, Money and Measure
<p>TERM 1</p> <ul style="list-style-type: none">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 \times and \divread 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 eg $3486 - 100$find halves of even numbers to 100 eg find $\frac{1}{2}$ of 34, $\frac{1}{2}$ of 56, $\frac{1}{2}$ of 78, ..., and, halves of multiples of 10 eg $\frac{1}{2}$ of 130, $\frac{1}{2}$ of 340round 1dp numbers to the nearest whole number eg 2.4 is nearer to 2, 3.7 is nearer to 4add and subtract single digits to/from 3 digits eg $298+5$, $303-4$, $495+9$, $600-8$, and multiples of 10 to/from 3 digits eg $246+30$, $317+50$, $466-40$, ...bond any number with 100 eg 72 bonds with 28, 87 bonds with 13, ... <p>TERM 2</p> <ul style="list-style-type: none">find change from £5 when using multiples of 10p eg £3.60 leaves £1.40, compare costs and determine what can be afforded, using terms profit and loss in simple calculationsmultiply 2 and 3 digit numbers by 10 eg 391×10find simple time differences using the 12 hour clock eg from 8.55am to 9.13am and by using electronic or paper based time tablesdouble numbers to 100 eg 2×56, 2×74 and associated halves eg $\frac{1}{2}$ of 112, $\frac{1}{2}$ of 148, and, halves of multiples of 100 eg $\frac{1}{2}$ of 1300 ...convert between related units of the metric system and use common units when estimating sizes, including perimeters and areas of 2D shapesreinforce 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 eg $\frac{1}{3}$ of 24, $\frac{1}{5}$ of 40	<p>TERM 1</p> <p>ESTIMATION</p> <ul style="list-style-type: none">Explore situations which require rounding upRound numbers to allow for an approximate answerGiven two numbers in the range 0-10,000 identify the number which is halfway between them.Place whole numbers up to 10,000 on a scaled number line, using varied intervalsPlace whole numbers up to 100,000 on a scaled number line, using varied intervals.Given two numbers in the range 0-100,000 identify the number which is halfway between themRound numbers having one decimal place to the nearest whole number.Round numbers having two decimal places to the nearest whole numberRound whole numbers to the nearest 10, 100 or 1,000, 10000 & 100000Explore the connection between rounding and accuracy <p>TERM 2</p> <p>PLACE VALUE</p> <ul style="list-style-type: none">Understand the significance of zero as a place holder in decimal fractions.Understand that any number can be partitioned in a number of ways without changing the total quantity e.g. $4.7 = 47$ tenths or 4 ones and 7 tenths.Visualise, describe and order decimal fractions with tenths and hundredths.Model numbers to hundreds of thousands or beyond using the base 10 place value system.Model decimal fractions to tenths or beyond.Read, write, and order decimal fractions to hundredths and beyond.



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Shape, Position and Movement		Information Handling	
We will be working on the STEM SPACE project. Topics we will be covering are: Compass points Different types of turn Rotational symmetry		Term 2 Devises ways of collecting data in the most suitable way for the given task. ☑ Collects, organises and displays data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets. Analyses, interprets and draws conclusions from a variety of data	
Health and Wellbeing:			
Physical Education, Physical Activity and Sport:		<ul style="list-style-type: none">• Team Invasion – football and rugby• Aesthetics – Scottish country dancing• Coordination & Fluency	
Mental and Emotional Wellbeing:		Class Charter- looking at United Nations Rights of the Child, SHANARRI and Lawhead Vision and Values. How do we want our classroom to feel. Being aware of how to express feelings and how to manage them.	
Social Wellbeing:		Looking at the uniqueness of individuals, creating a supportive classroom through our charter and layout of areas. Understand the importance of relationships. Contributing to the life of the school through Leadership groups, vice- captain elections etc	
Physical Wellbeing:		Being ready and safe in PE Lessons, importance of changing clothes, drinking water etc British Red Cross workshop looking at CPR.	
Planning For Choices and Changes:		Looking at jobs in engineering and science related to topic work	
Cyber Resilience and Internet Safety:		Resetting passwords for Glow, revision of importance of not sharing passwords and making them secure.	
Other Curricular Areas:			
Social Subjects		Learning about the impact made by inventors in the past and present	
Sciences		Looking at developments in renewable energy linked to our topic.	
Technologies		Digital Literacy: Identifies and saves in a range of standard file formats. Saves files using an organised filing system. Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms. Logging into Glow, one drive etc. Changing passwords etc Term 2 implementation of 1:1 devices as part of transforming learning project.	
		Computing Science: using Scratch and Hour of Code to learn about coding including the use of loops	
		Technological Developments in Society and Business: can investigate how product design and development have been influenced by changing lifestyles.	
		Craft, Design, Engineering and Graphics: Linked to topic, creating and building structures, from instructions and from own designs. Cutting and shaping material - using resources such as scissors, sandpaper, craft knife etc. to create shapes and products. Development - a process of creating a more detailed, refined design. Joining materials - a material or technique that can be used to fix and join two different materials together either permanent or non-permanent	
Expressive Arts		Art and Design: Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. - Related to topic work	



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	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, such as a bicycle.
	Music: Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music. Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.
	Drama: writing and performing for class Remembrance assembly Gives a personal response to drama experiences, with appropriate justification. Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary. Creates a short drama, as part of a group or individually, using improvisation or a published script. Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts. Presents a short drama, as part of a group, using improvisation or a script.
	Dance: Scottish Country Dancing Term 2
Religious and Moral Education:	Values and Issues (Term 1) Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. Through 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, I am beginning to understand how these have influenced the morality of world religions. Moral Issues Nature of morality and moral language Relationship between beliefs and values UN Rights of the Child Caring and Sharing (term 2) People who care, why care? Sharing and caring Christian Harvest Third World Issues Zakat - Islam
Outdoor Learning and Learning for Sustainability Opportunities:	Term1- environmental impact (links to renewable energy work in topic) Being outdoors Being safe outdoors Being Respectful Outdoors



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We will be visiting the Lade Braes and looking at ways it is being cared for and protected. We will also be looking at how we can help maintain natural areas- litter pick, bug hotels, bird feeders etc

Term 2 Bikeability