



Lawhead Primary School

Learning Overview



Term 1 and 2: August – December 2025

Class: P7

Topic/Cross Cutting Theme:	
Term 1: Life in the Ocean: Coral Reefs	Term 2: Extreme / Weather Climates
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Term 1: Introduce/Revise the 12 Meta skills. Develop Class display	Term 2: To make links between Meta skills and SHANARRI /school values. Use self- evaluation tools and set goals for self-management, Use "My World of Work"
Literacy: Writing – Information: Reports and Social Studies.	Literacy: Reading
<u>Features we will be learning about?</u> Opening statements to introduce the subject. Information is relevant and well organized (Paragraphs) An explanation sequence explaining how or why things, or how things work. Written in the appropriate style and tone for the purpose. Descriptive language and phrases. Summaries/ Conclusions.	Individual choice from school library (fiction) skills work completed in class: character study, vocabulary, questioning, summarizing, book report and non-fiction. Free Read Friday - last Friday of the month, free choice of reading material and discussion of these.
Literacy: Writing – Tools for Writing	Literacy: Listening and Talking
Spelling/Phonics: Revision of high frequency words and spelling assessment in term 1. Areas identified /highlighted in spelling assessment will be taught and spellings will be sent home where applicable in term 2. <ul style="list-style-type: none"> You can use the link below to find resources / activities to support spelling at home: Spelling 	House Captain speeches Discussion to establish Class Charter Discuss preferences for books Engage or influence the listener Assembly- presenting skills Respect views of others
Handwriting: Revision of baseline and top joins. Revision of layout and presentation including sizing and forming letters accurately. <ul style="list-style-type: none"> You can also access the school's handwriting information here: Handwriting 	
Grammar: To write most sentences in a grammatically accurate way Use sentences of different lengths and types and vary sentence openings Links sentences using a range of conjunctions Uses paragraphs to separate thoughts and ideas Writes in a fluent and legible way	
Punctuation: To use a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech	



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marks), exclamation marks, question marks and/or apostrophes. To punctuate with accuracy.	
Modern Languages: French	British Sign Language
Term 1: <ul style="list-style-type: none"><u>Writing</u>: Leisure / Weekend Activities<u>Reading</u>: Match images to appropriate text. Use context clues to read and understand the meaning of text. Sequence pictures to order key events.<u>Listening and Talking</u>: Familiar words and phrases. Term 2: <ul style="list-style-type: none"><u>Writing</u>: Descriptions.<u>Reading</u>: Show understanding of an increasing number of common/ high frequency words.<u>Listening and Talking</u>: Predict missing words from familiar songs, rhymes, or poems. Recall and repeat parts of well-known songs. Demonstrate understanding of a range of classroom instructions.	Term 1: Revision of introductions and fingerspelling. Revise colours and classroom objects. Term 2: Time, days of the week, months of year and revise numbers linking to daily routines to complete a calendar. How to ask questions. <ul style="list-style-type: none">Please use the link to follow the schools BSL over term 1 and 2.
Numeracy: Mental Math's	Number, Money and Measure
Times tables, 4 operations, time 12/24hr, fractions of quantities. <ul style="list-style-type: none">See the P7 mental math's planner on the Lawhead Primary School Website: P7 Mental Maths Progression	Place value 4 functions including decimals and fractions. Multi step calculations % of quantity and of given amount Relationships with fraction and decimal Enterprise Project (Christmas Fair)
Shape, Position and Movement	Information Handling
We will be using the MathsBURST program to support our math's in shape, position and movement. We will look at the following: <ul style="list-style-type: none">Looking at viewpoints from different perspectives (mentally and diagrammatically) using concrete materials.Developing our reasoning skills through discussions.Orient familiar landmarks which surround a given point and transfer oral directions into a map form.Represent a known area in the form of a map and locate a specific location using a map as reference. (We will explore the school to do this.)Create and use a written set of directions to navigate a way. Written instructions will include cardinal points, directional language and any landmarks.	Math's impact on the world - famous mathematicians Working with a variety of graphs including pie charts – create and interpret information.
Health and Wellbeing:	



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Physical Education, Physical Activity and Sport:	Team Invasion – football and rugby Aesthetics – Scottish Country Dancing Developing our coordination and fluency skills. Bike ability
Mental and Emotional Wellbeing:	Review the wellbeing indicators and link these to our class charter. Create a wellbeing indicator display.
Social Wellbeing:	Engage with the UNCRC and establish a class charter linking this to children's 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. Submit application for pupil leadership groups Establish classroom jobs, roles, and responsibilities. Barnardo's visit: Gives examples of how peers, media and other pressures can influence decision making.
Physical Wellbeing:	To assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. To know and demonstrate how to travel safely.
Planning for Choices and Changes:	Barnardo's visit: Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving license, family.
Food and Health:	To eat a diversity of foods in a range of social situations (Residential), to understand that people have differing nutritional needs and some people may eat or avoid certain foods.
Substance Misuse:	British Red Cross Visit which will cover the actions to take to help someone in an emergency. (Lifesaving skills) Barnardo's visit where we will: Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Knows the recommended alcohol intake advice. Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.
Cyber Resilience and Internet Safety:	Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.

Other Curricular Areas:

Social Subjects / Sciences	<p><u>Term 1</u></p> <ul style="list-style-type: none">Identifies characteristics of living things and their environment which can contribute to the survival or extinction of a species.Describe how some plants and animals have adapted to their environment, for example, chemical bleaching and climate change.Describe how energy flows between plants and animals in more complex food chains, webs, and ecosystems.To understand and use vocabulary such as 'producers,' 'consumers' and 'herbivore.'Demonstrate understanding of the processes involved in the water cycle and discuss the necessity of water for life, for example, for growing crops, drinking and in river formation/flow.Discuss and demonstrate through experiments how sound travels differently through air, water, and solids. Explain how hearing can be limited by a range of factors, for example, age, position, direction of ears.Use knowledge of the water cycle to explain how the quantity of water on the Earth has remained roughly the same.Investigate and discuss the methods used to purify water, for example, sedimentation, filtration, evaporation, desalination and the addition of chemicals such as chlorine.Discuss methods on how to conserve water and the many uses of water, for example, to support living things. <p><u>Term 2</u></p>
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	<ul style="list-style-type: none">• Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event.• Describes the impact of the natural disaster giving at least three examples for people and one for the landscape. (Impact can be positive or negative).• Identifies at least three impacts of human activity on the environment.• Suggests at least three ways in which people can live in a more environmentally responsible way.• Compares and contrasts the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences.• Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting area.• Demonstrates understanding of the law of conservation of energy (energy can be converted from one form to another but cannot be created or destroyed).• Identifies the common types of energy (kinetic, potential, electrical, chemical, light, sound and heat) used in energy transfers and transformations that occur in everyday appliances.• Explains that when energy transfers and transformations take place, energy is converted into 'useful' and 'wasted' energy, for example a mechanical braking system transforms kinetic energy into heat energy which is dissipated to the atmosphere as 'waste' heat.• Explores items of current scientific interest within the school, local community, nationally or in the global media and collates, organises and summarises findings, with assistance.• Shares opinions about a variety of topical scientific issues considering, for example, moral, ethical, societal, cultural, economic and environmental aspects.• Demonstrates understanding of how science impacts on every aspect of our lives.• Relates the development of scientific skills in the classroom to an increasingly wide variety of science, technology, engineering and mathematics (STEM) careers.
Technologies	Digital Literacy: <ul style="list-style-type: none">• Capturing/creating/modifying images• File types• Input and output• Advertising a product (Christmas Fair)• Class One note- sharing and saving a variety of file types
	Computing Science: <ul style="list-style-type: none">• Parts of a computer• Variables• Visual programming- scratch/ micro bits
	Food and Textiles: <ul style="list-style-type: none">• Explains how and why it is important to conserve energy.• Discuss the advantages and disadvantages of how technologies impact on the environment, for example, renewable energy technologies.
	Technological Developments in Society and Business: <ul style="list-style-type: none">• 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 technology.
	Craft, Design, Engineering and Graphics: <ul style="list-style-type: none">• Understands the difference between different engineering disciplines.• Understands different energy types and builds/ stimulates solutions to engineering problems.
Expressive Arts	Art and Design: <p>We will be developing and enhancing our knowledge and understanding, presenting and creating skills over term 1 and 2. We will be exploring:</p> <p>Line</p> <ul style="list-style-type: none">• Explore line to create tone e.g. Using cross hatching.



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- Make a line drawing from close observation.
- Create images using a combination of different lines.
- Apply different qualities of line (e.g. heavy, light, bold, sketched forms) to create images.

Shape/ Space

- Use regular and irregular shapes to create patterns.
- Create lines to show the shape and form of an object.
- Compose a picture by considering the foreground, background and middle. Ground.
- Understand what is meant by negative and positive space.
- Understand perspective and use line and shape to create artwork.

Tone

- Make light and dark tones using different media.
- Begin to mix tones with confidence and know which colours are likely to give the appropriate effect.
- Show the effect of light in artwork (light, direction, shadows).
- Recognise that tone can be used (Aboriginal art) to create distance in artwork (e.g. using a lighter tone on what the distance is gives a sense of depth).
- Explore the use of tone to create a 3D effect in a painting.
- Use tone to make a shape look solid.
- Apply shade and tone using a variety of lines creating depth and dimension to the original drawing.

Music: Over terms 1 and 2 we will be developing our knowledge and understanding and presenting skills. We will explore and develop the following in each area:

Presenting

- Perform songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. (Christmas Concert / Remembrance assembly)

Knowledge and Understanding

- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.
- 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.

We will also be taking part in the YMI Music technology program. This project will also cover digital art and digital animation. The software we will be using for this will be Paint.net, Pivot and BandLab for Education. We look forward to sharing this with you sometime.

Drama: Over term 1 and 2 we will be focusing on our creating and presenting skills. We will focus on the following:

Creating

- Work collaboratively with others, taking account of different audiences.
- Develop acting skills and knowledge to create improvised dramatic scenes which explore given themes, situations and emotions.
- Explore the use of space, stage directions.
- Select and use lighting, sound, props, set, and costume appropriately to enhance a performance



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	<ul style="list-style-type: none">• Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts• Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings• Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.• Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.• Creates a short drama, as part of a group or individually, using improvisation or a published script. <p>Presenting</p> <ul style="list-style-type: none">• Uses movement, expression and voice to create atmosphere, for example, a high-pitched voice, wide eyes and crouched body to suggest a frightening situation.• Presents a short drama, as part of a group, using improvisation or a script. <p>This will support us in our Remembrance Assembly with Primary 6. We look forward to seeing you there!</p> <p>Dance: Over term 1 and 2 we will be focusing on our creating and presenting dance skills, alongside further develop our Evaluation and appreciation skills. We will explore the following:</p> <p>Creating and Presenting</p> <ul style="list-style-type: none">• Shows understanding of the key features of dance from a range of styles and cultures, through dance performance. (Scottish County Dancing)• Demonstrates coordination and some control in a range of dance actions and sequences. <p>Evaluation and Appreciation</p> <ul style="list-style-type: none">• Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.
Religious and Moral Education:	<p>Term 1</p> <p><u>Values and Issues: links to class charter and vision and values of school.</u></p> <ul style="list-style-type: none">• Investigate and explain how human rights, values and the UNCRC affect my life in school and beyond.• Investigate and demonstrate my understanding of how the values of people in my class and our school were formed.• Demonstrate and express my regard for the values of others in my school and my community.• To take an active and sensitive role in conversations and communications about values.• To investigate and explain how human rights and values such as fairness equality, love, caring and sharing affect people in Scotland and beyond.• Explain and describe how my own and other people's values affect our actions.• To share my opinions about human rights and values affect our society.• Investigates, describes, explains and expressed an opinion on at least one value <p>Term 2</p> <p><u>Values and Issues: Focusing on Islam.</u></p> <ul style="list-style-type: none">• Express my opinions on the values & morality of the beliefs held by World Religions selected for study & belief groups independent of religion.• Reflect upon how moral values are expressed in an increasing range of texts from Christianity, World Religions selected for study & belief groups independent of religion.• Investigate what moral values are by studying & reflecting upon an increasing variety of texts and media from Christianity, World Religions selected for study and belief groups independent of religion



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	<ul style="list-style-type: none">Investigate & show my understanding of which values that people hold are based upon religious or other influences.
Outdoor Learning and Learning for Sustainability Opportunities:	Residential Trip to Belmont at Meigle – exploring an unknown area, Orienteering – bearings, assessing risks and being responsible for an outdoor area. John Muir award. Outdoor Learning Tuesday afternoon – how to stay safe and understand boundaries outdoors. Bike ability Level 2.