



Lawhead Primary School

Learning Overview



Term 3: January -April

Class: Primary 3

Topic/Cross Cutting Theme:	
Term 3: Inspiring Inventions	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Continue to teach and reinforce metaskills from term 1 and 2. Meta-skill of the week – house points and acknowledgement for pupils applying these skills. Using the metaskills icons – linking to Outdoor learning and playground.	
Literacy: Writing – Text Type	Literacy: Reading
Writing a response to a book or piece of media. Writing a persuasive letter. Creating an information report.	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
Spelling/Phonics: Developing confidence with vowel digraphs for some, common words and moving onto prefixes. 1 qu, oo, ai, high frequency words, magic E, igh words. 2 ow, aw, ew, ir, ar, oa, er/est words, ed/ing, common words. 3 s/es, compound words, ur, common prefixes: un, mis, anti, re, non, dis.	Scots poetry competition – focusing on pronunciation, pace, clarity, volume and expression. Communicating clearly when engaging with others within and beyond my place of learning, using selected resources as required. Making notes under given headings and use these to understand what I have listened to or watched and create new texts.
Handwriting: Editing and correcting work, second joins.	
Grammar: Sentence openers, varying structure of sentences.	
Punctuation: Developing use of question marks and exclamation marks. Using commas in a list. Apostrophes for contractions.	
Modern Languages: French	British Sign Language
Writing simple phrases to express likes and dislikes in French. Recognising similarities and differences between Scotland and France. Asking and answering simple questions to share information in French.	Revision of all previous topics. Referring to family members using BSL. Identifying different items of clothing using BSL.
Numeracy: Mental Maths	Number, Money and Measure
Do time sums such as ‘what time was it 2 hours before 5 o’clock?’ and discuss how time impacts on daily routines, to be ready for events with an awareness of how long certain tasks can take. Add any single digit number together eg 7+6, 9+4, and subtract any single digit from any number to 20 eg 9-3, 12-4, 13-4, 15-3, 18-2.	Using addition and subtraction, when solving problems, making best use of the mental strategies and written skills I have developed. Develop ways of estimating the answer to a calculation or problem, work out the actual answer, then checking solutions by comparing them with the estimate.



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<p>Read, verbalise and write three digit numbers.</p> <p>Discuss the likelihood of an event occurring.</p> <p>Count on rather than number line use a number line to find the difference between two numbers to 20 eg 13 and 16.</p> <p>Add any single digit numbers together eg 8+7 and reinforce the link between 8+7, 7+8, 15-7.</p> <p>Estimate how long or heavy an object is, or what it holds, using everyday things as a guide.</p> <p>Count on (or back) in 2's or 10's to/from any two digit number eg 10, 12, 14, or 72, 62, 52.</p> <p>Discuss odd and even numbers.</p> <p>Introduce the 2 times table to 20, the 10 times table to 100, and 5 times table to 50 (x only).</p> <p>Find change from £1 using multiples of 10p. eg £1-10p or £1-50p.</p> <p>+ and - 2 or 3 (or more) to / from any 2 digit number eg 55+4, 77+3, 48-3, 60-2.</p> <p>Use decimal notation for money eg 125p is £1.25 and use different combinations of coins to pay for certain goods for costs to 30p.</p> <p>Round any 2 digit number to the nearest 10. eg 33 is nearer to 30, 47 is nearer to 50.</p>	<p>Using money to pay for items and working out how much change I should receive.</p> <p>Exploring how different combinations of coins and notes can be used to pay for goods or be given in change.</p> <p>Continue and devise more involved repeating patterns or designs, using a variety of media.</p> <p>Recognising and continuing simple number sequences and explaining the rule I have applied.</p>
<p>Shape, Position and Movement</p> <p>Continuing to work on identifying symmetrical patterns and symmetry in different 2D shapes.</p> <p>Describing, following and recording routes and journeys using signs, words and angles associated with direction and turning.</p>	<p>Information Handling</p> <p>Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.</p>
<p>Health and Wellbeing:</p>	
<p>Physical Education, Physical Activity and Sport:</p>	<ul style="list-style-type: none">Central Net games – Volleyball - Rhythm and timingGymnastics -expanding flexibility and range of movements.Kinaesthetic Awareness – making small and big movements.Aesthetics – Scottish country dancing - performance techniques – cooperation – rehearsal of movements.
<p>Mental and Emotional Wellbeing:</p>	Looking at strategies for managing emotions and maintaining good mental wellbeing.
<p>Social Wellbeing:</p>	Making and maintaining successful friendships- reinforcing positive strategies.
<p>Physical Wellbeing:</p>	Assessing risks in and around school.
<p>Planning For Choices and Changes:</p>	Sets learning goals and works towards achieving them in school.
<p>Food and Health:</p>	N/A - not covered in term 3
<p>Substance Misuse:</p>	N/A - not covered in term 3
<p>Cyber Resilience and Internet Safety:</p>	Discussing safety online and how we can be smart and healthy internet users.
<p>Other Curricular Areas:</p>	
<p>Social Subjects</p>	<p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.</p> <p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.</p> <p>Understanding that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society.</p>



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Sciences	Developing an awareness of different types of energy around me and can show their importance to everyday life and my survival. Describing an electrical circuit as a continuous loop of conducting materials. Combining simple components in a series circuit to make a game or model.
Technologies	Digital Literacy: 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. Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. Computing Science: Exploring processes in the world around me making use of core computational thinking concepts and can organise information in a logical way. Explore the latest technologies and consider the ways in which they have developed. Understand how computers process information.
	Food and Textiles: I can adapt and improve ideas and can express my own thinking in different ways
	Technological Developments in Society and Business: N/A
	Craft, Design, Engineering and Graphics: I can explore and discover engineering disciplines can create solutions.
Expressive Arts	Art and Design: Choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. Use exploration and imagination to solve design problems related to real-life situations. Line/perspective <ul style="list-style-type: none">• Computer design using tinkercad• Design process• Modelling of an invention Music: Expressing and communicating my ideas, thoughts and feelings through musical activities. Drama: Respond to the experience of drama by discussing my thoughts and feelings. Give and accept constructive comment on my own and others' work Dance: Practising and performing steps, formations and short dance – Scottish country dancing. Creative dance – developing a short routine working with a group.
Religious and Moral Education:	<u>Caring and sharing</u> Develop an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. Show my understanding of values such as caring, sharing, fairness, equality and love. Develop an awareness that some people have beliefs and values which are independent of religion.
Outdoor Learning and Learning for Sustainability Opportunities:	Loose parts play – games and routines. Imaginative play and creativity. Teamwork and co-operation.