



Lawhead Primary School

Learning Overview



Term 3

Class: P4/5

Topic/Cross Cutting Theme:	
Term 3: Weather and Climate	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Weather watcher service – Class run a weather forecast service and display it.	<p>Social Intelligence Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill - meta-skills-progression-framework.pdf</p> <p>P4-7 – use self-evaluation tools and set goals for social intelligence Learner Self-evaluation Tools - Skills Development Scotland</p> <p>P5-7 – All P5-7 pupils to use ‘My World of Work’ to record achievements and set goals linked to the metaskills.</p>
Literacy: Writing – Explanation Report	Literacy: Reading
<p>The text type will be an Explanation Report and will link to the topic.</p> <p>Reports should include a title and opening statement to introduce the subject. Writing should be clear, neatly presented and organised into paragraphs. Sentences should start in different ways and use a variety of connectives. Children will get into the habit of checking their writing to ensure it makes sense and is grammatically correct. Reports should include a summary statement that recaps on what the text has explained.</p>	<p>Selects texts regularly for enjoyment or to find inform</p> <p>Read with fluency, understanding and expression using appropriate pace and tone. Use knowledge of context clues punctuation, grammar and layout to understand texts with understanding. Apply a range of reading skills for example, skimming, scanning, predicting, clarifying and summarising. Respond to a range of questions, including literal, inferential and evaluative questions. Create own questions to show understanding of texts. Distinguish between fact and opinion.</p>
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<p>Spelling: Spelling/Phonics: Continue with spelling progression.</p> <p>Supportive resources will help me spell tricky or unfamiliar words. The homework list of words will reflect the learning in class.</p> <p>Proof reading including development of dictionary skills.</p>	<p>Discuss daily weather reports. Give a short weather report to the class. Explain weather safety advise. Listen to weather forecasts and identify key features. Compare and contrast forecasts for different locations and countries.</p> <p>Create and present a climate change message. Contribute to a class debate about climate change.</p>
Handwriting: Continue with letter joins and link to tools for writing. Children are encouraged to	



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transfer their joined script to all areas of the curriculum.	Burns / Scots language Poetry Competition in January. Children will have the opportunity to select a text for learning and reciting.
Grammar: Grammar: Use of nouns, verbs, adjectives, adverbs, pronouns and conjunctions. Use of connectives, synonyms and antonyms.	
Punctuation: Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Use of dictionary/ thesaurus.	
Modern Languages: French	British Sign Language
Family – Asking and answering simple questions about who is in my family. Shares personal information on familiar topics such sports and interests. Learn some basic weather vocabulary using French calendar with weather symbols. Peered learning with P7 linking French and digital literacy.	Jan/Feb – Family members Feb/March – Clothes
Numeracy: Number, money, measure.	Numeracy – Mental Maths.
<p>Multiplication and Division</p> <p>Model multiplication and division of whole numbers using arrays. Understand clearly that if 3 rows of 5 is 15, then both 15 divided by 3 and one third of 15 are 5. Understand why grouping and sharing problems can be solved by the same division process. Use the language of multiplication and division, for example, array, double, triple, product, quotient, prime numbers and composite number. Describe mental and written strategies for multiplication and division of whole numbers and decimal fractions to 2 decimal places. Choose between multiplication or division to make calculating easier. Use the inverse relationship between multiplication and division to make a direct</p>	<p>Reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide</p> <p>Read 5 and 6 digit numbers and count on and back in 1s, 10s or 100s to / from</p> <p>Add or subtract a single digit to/from a three digit number eg 151-9, 299+8, 702-5</p> <p>Estimate where a number from 0-1000 would be on a number line eg “where would 900 be?”</p> <p>Multiply 2- and 3-digit numbers by 10 e.g. 47x10, 255x10, 378x10, ...</p> <p>Find the change from £1 eg spending 22p leaves 78p, and from £5 when using multiples of 25p e.g. spending £1.25 leaves £3.75.</p>



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<p>calculation possible. Use sound recall of multiplication and division number facts in calculations. Use mental and written strategies for multiplication and division in real life situations.</p> <p>UNITS OF MEASUREMENT Use appropriate vocabulary to describe dimensions of objects. Understand the terms, still used today in everyday life, from the Imperial system . Choose an appropriate tool and unit for the most efficient measurement to solve a problem. Measure accurately using standard units.</p> <p>Use decimal and fractional notation in measurement e.g. 4 ½cm, 2.63kg. Explore the relationships between units. e.g. kg, g etc. Understand the connection between decimal representations to the metric system. Convert units of measurement appropriately. Solve problems involving multiple measurement criteria.</p>	<p>Double numbers to 50 eg 2x26, 2x27, 2x35, and associated halves eg 1/2 of 52, 1/2 of 74 and use rounding to estimate the answer to a problem</p> <p>Read time using am/pm and give the time 5, 10 or 15 minutes later, calculate time differences using electronic or paper based time tables e.g. how long from 2.35pm till 2.50pm?..</p> <p>Find thirds, fifths and tenths of quantities belonging to these tables eg 1/3 of 18, 1/5 of 20, and 1/10 of 80, and quarters of multiples of 100 eg 1/4 of 600 (teach half then half again)</p> <p>Add and subtract multiples of 10 to/from 3 digits eg 246+20, 317+40, 466-30 (no bridging of 100)</p> <p>Convert mentally between related units of the metric system (e.g. g to kg, mm to cm, cm to m, m to km, ml to l) and use common units when estimating sizes for lengths, areas and weights.</p> <p>Round 4 digit numbers to the nearest 1000 or 100 eg 4655 rounds to 5000, 1390 to 1400.</p>
Shape, Position and Movement	Information Handling
<p>Measure & draws angles accurately. Use simple scale to calculate actual size or distance. Create and explain symmetrical patterns and tessellations involving some degree of complexity.</p>	<p>Link with weather topic - Explore the purpose of databases and spreadsheets. Understand that scale can represent different quantities in graphs. Explore the difference in appearance by changing the scale and range of graphs. <input type="checkbox"/> Identify and read range and scale on graphs. Show differing range and scale on graphs. Construct suitable data displays with and without the use of technology, from given or collected data.</p>
Health and Wellbeing:	
<p>Physical Education, Physical Activity and Sport:</p>	<ul style="list-style-type: none"> • Scottish country dancing / Creative Dancing • Co-ordination and Fluency • Gymnastics • Central Net, keep fit – (outdoor P.E. so weather dependent)
<p>Mental and Emotional Wellbeing:</p>	<p>Make links to how weather can affect mood and the way in which we feel. Be able 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 I am learning ways of managing them.</p>



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Social Wellbeing:	Work cooperatively with others. I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
Physical Wellbeing:	<p>Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness.</p> <p>Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</p> <p>Identifies where different types of food are stored.</p> <p>Handles equipment safely, for example, when using hot or sharp kitchen tools.</p> <p>Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling.</p> <p>Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards.</p> <p>Explains the difference between Use By and Best Before dates.</p> <p>Creates a risk assessment for a practical food session.</p> <p>Identifies why misusing medication can be harmful.</p> <p>Links personal actions to health and wellbeing, using role play for example.</p> <p>Describes when and how to contact emergency services. Shares key information about an emergency situation. Performs basic first aid procedures, for example, minor bleeding and burns, recovery position. Explains how to contact the appropriate emergency services giving full details of the incident and location.</p>
Other Curricular Areas:	
Social Subjects	<p>By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things.</p> <p>Consider the impact of climate change on society and how it affects different communities. Discuss issues of diversity of cultures, values and customs in our society. By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p>
Sciences	<p>By observing and researching features of weather, I can describe how weather affects living things.</p> <p>Exploring weather patterns and I describe how weather has an impact on the Earth's surface. I can use knowledge of the water cycle to explain how it affects weather patterns.</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	<p>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.</p>



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	<p>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. Pupils will use BBC micro:bits to design and code LED animations and create simple games using input buttons. They'll learn how button presses can change variable values and how to initialise these values, building their understanding of how programs work step by step. Finally, they'll apply these skills to real-world problem solving by coding a device to solve a design problem.</p> <p>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.</p> <p>Technological Developments in Society and Business: Discuss present day and past lifestyle changes in relation to product design. Compare and contrast different lifestyles in relation to sustainability e.g. travel, food, technology.</p> <p>Craft, Design, Engineering and Graphics: Use tools and equipment to carry out tasks safely. Use a range of methods to join and strengthen materials. Estimate and measure accurately using appropriate units and tools. Create a range of ideas and choose a suitable solution. Evaluate solutions and explain why they are or are not suitable.</p>
Expressive Arts	<p>Art and Design: This term, pupils will learn to draw portraits of Robert Burns and experiment with mixed media to create their own artworks. They will also take inspiration from Dundee-based artist Calum Colvin while exploring techniques like perspective, tone, and composition, including considering the foreground, background, and middle ground.</p> <p>Music: YMI – Music Technology. Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. This term, pupils will use GarageBand's piano feature to learn to play a traditional Scottish song. They will also experiment with creating their own simple melody, developing musical skills and creativity through digital tools.</p> <p>Drama: Creates, choose and takes on a role within a drama game. Use voice, considering the 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.</p> <p>Dance: Show understanding of the key features of dance. Demonstrate coordination and some control in a range of dance actions and sequences in Scottish country dances.</p>
Religious and Moral Education:	<p>Describe and reflect upon practices and traditions of world religions. Develop respect for others and understanding of their beliefs and values- of different World religions. I am increasing my understanding of how people come to have their beliefs and further developing my awareness that there is a diversity of belief in modern Scotland.</p>



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	<p>I am developing my understanding that people have beliefs and values based upon religious or other positions.</p> <p>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.</p>
Outdoor Learning and Learning for Sustainability Opportunities:	Outdoor café - planning and preparation. Budget, plan and prepare. Links to food hygiene, art (decorations). Plan for and applies appropriate safety measures when going outdoors.