



Lawhead Primary School

Learning Overview



Term 3: January – April 2026

Class: P5/6

Topic/Cross Cutting Theme:	
Weather and Climate	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Social Intelligence Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill – meta-skills-progression-framework.pdf Use self-evaluation tools and set goals for social intelligence Learner Self-evaluation Tools – Skills Development Scotland	
Literacy: Writing – Personal and Information texts	Literacy: Reading
Biography writing with a focus on non-fiction/informational language. Science Report with hypothesis, linked to Social Studies Personal Writing: personal recounts When writing to describe and share experiences: - Describes personal experiences, making context and events clear - Describes thoughts and feelings about the experience - Attempts to engage and/or influence the reader through vocabulary and/or use of language Creates a range of short and extended texts regularly for different purposes	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) 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) Uses context clues to read and understand texts Identifies and finds key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information Identifies the main ideas of a text with appropriate detail Distinguishes between fact and opinion with appropriate explanation Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarizing.
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) Handwriting: consolidation of all linked script, sizing and spacing of script	Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone Plans and delivers an organised presentation/talk with relevant content and appropriate structure Communicates clearly, audibly and with expression in different contexts



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Grammar: Links sentences using a range of conjunctions
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

Punctuation: Continued focus on capital letters with focus on proper nouns, full stops, commas, direct speech/inverted commas and colons.
Writes most sentences in a grammatically accurate way
Uses commas, dashes and brackets to accurately include parenthesis

Modern Languages: French

- Ages and birthdays
- Family (possessive adjectives)
- What do you wear to school?
- Describing myself
- Class register
- Subjects at school
- Describing others
- Songs, rhymes, raps and stories

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

British Sign Language

Family members

Clothes

BSL song of the term

Numeracy: Mental Maths

P5

Reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide

Read 5 and 6 digit numbers and count on and back in 1s, 10s or 100s

Add or subtract a single digit to/from a three digit number

Estimate where a number from 0-1000 would be on a number line

Find the change from £1

Double numbers to 50

Number, Money and Measure

*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.

Continuation of estimating and rounding, including decimals

Further exploring of 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.

Time- analogue, digital, 12/24hr. Time durations.

Exploring time zones.

Measurement: working with length, volume, capacity, mass and weight. Converting measurements, including mm, cm, m and km/ ml, l, cubic cm/ g, kg



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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

Find thirds, fifths and tenths of quantities belonging to these tables and quarters of multiples of 100 eg $\frac{1}{4}$ of 600 (teach half then half again)

Add and subtract multiples of 10 to/from 3 digits

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

Round 4 digit numbers to the nearest 1000 or 100 and use rounding to estimate the answer to a problem

P6

Find simple time differences using the 12 and 24 hour clock including using electronic or paper based time tables

Find change from £1 or £5 for quantities such as £3.25, using terms profit and loss in simple calculations.

Add and subtract single digits to/from 3 digits

Add and subtract multiples of 10 to/from 3 digits Read up to 7 digit numbers

Give the number before or after, and ± 1 , 10 or 100

Find $\frac{1}{2}$ of 3 digit numbers and $\frac{1}{4}$ of multiples of 100

Round 2 decimal place numbers to the nearest whole number and use rounding to estimate the answer to a problem

Give remainders to division eg $14 \div 3$, $24 \div 7$

Bond 3 digit numbers with 1000 and find change from £10

Identify the multiples and factors of numbers, with strong focus on times tables recall.

Shape, Position and Movement

Measure & draws angles accurately, to within $\pm 2^\circ$, using a protractor

Knows the relationships within complementary and supplementary angles and uses this knowledge to calculate missing angles

Information Handling

Interpret and report on information provided in line graphs, informally describing trends in the data.
Create, interpret and report on information provided in tables and bar graphs where data are grouped into simple intervals



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Use simple scale to calculate actual size or distance. Create and explain symmetrical patterns and tessellations involving some degree of complexity		Display measurements in tables with provided class intervals
Health and Wellbeing:		
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none">• Central Net - Volleyball• Gymnastics• Rhythm and timing• Kinaesthetic Awareness	
Mental and Emotional Wellbeing:	Opportunities to carry out different activities and roles in a variety of settings to identify achievements, skills and areas for development. This will help to prepare for the next stage in life and learning.	
Social Wellbeing:	Explains own ambitions and identifies ways to achieve them.	
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	Weather & Climate Present information on different places to live, work and relax and interesting places to visit in my local area. By comparing my local area with a contrasting area outwith Britain, investigate the main features of weather and climate, discussing the impact on living things. Gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. Discuss issues of the diversity of cultures, values and customs in our society. By comparing the lifestyle and culture of citizens in another country with those of Scotland, discuss the similarities and differences. Extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. Debate and improve my ideas with increasing confidence and clear explanations. Use a range of graphic techniques manually and digitally to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. <i>Linked to Metaskills and DYW (Developing the Young Workforce)</i> <i>Discuss the relevance of skills to the wider world and make connections between skills and the world of work.</i> <i>Explain to others my ambitions/what I would like to do and look for ways to achieve them/that.</i> <i>I can recognise the skills I have and need for work.</i>	
Technologies	Digital Literacy: Develop a deeper knowledge of iPad functions and capabilities. Selects the most appropriate digital software to perform a task. 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.	



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	<p>Selects and uses applications and software to capture, create and modify text, images, sound and video.</p> <p>Stop motion animation.</p>
	<p>Computing Science:</p> <p>This term, pupils will begin learning Swift, Apple's programming language used to create apps and games. Using the interactive Swift Playgrounds app on iPads, they will complete fun challenges that teach the basics of coding, such as loops, variables, and conditionals. Pupils will develop problem-solving skills, creativity, and logical thinking as they progress from simple tasks to designing their own projects. They will also have the opportunity to explore GarageBand, using its piano feature to learn a traditional Scottish tune and record a simple recital of a Burns poem. In addition, pupils will plan, record, and share a stop-motion animation, combining digital skills with creative storytelling.</p>
	<p>Technological Developments in Society and Business:</p> <p>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: (link to Social Studies: Weather and Climate)</p> <p>Use tools and equipment in order to carry out a task safely.</p> <p>Use a range of methods to join and strengthen materials.</p> <p>Estimate and then measures accurately use appropriate units and tools.</p> <p>Create a range of ideas and choose a suitable solution.</p> <p>Evaluate solutions and explain why they are or are not suitable</p>
Expressive Arts	<p>Art and Design:</p> <p>Develop and communicate ideas, demonstrating imagination and presenting at least one possible solution to a design problem.</p> <p>Respond to the work of artists and designers by discussing thoughts and feelings.</p> <p>Give and accept constructive comment on my own and others' work.</p> <p>Understand perspective and use line and shape to create this in my artwork.</p> <p>Explore the use of tone to create a 3D effect in a painting.</p> <p>Compose a picture by considering the foreground, background and middle. ground.</p>
	<p>Music:</p> <p>Recognise a range of music styles and identify some of the main instruments used in, for example, classical music, jazz music, rock and pop music.</p> <p>Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.</p> <p>Use tuned/untuned percussion instruments to create simple melodies and rhythms.</p> <p>YMI (Youth Music Initiative) – continuation of visiting specialist, Mr Erik Knussen focusing on music technology.</p>
	<p>Drama:</p> <p>Presents a short drama, as part of a group, using improvisation or a script.</p> <p>Gives a personal response to drama experiences, with appropriate justification.</p>



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	Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.
	Dance: Continuation of Scottish country dancing. Participate in dance activities to: develop performance skills; apply dance techniques; develop musicality; develop an understanding of constructive feedback.
Religious and Moral Education:	Focus religion - Judaism and Buddhism 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.
Outdoor Learning and Learning for Sustainability Opportunities:	Setting up of weather station (school grounds) and gathering of data. Shelter building