



# Lawhead Primary School

## Learning Overview



Term 3: January- March 2026

Class: P6

Topic/Cross Cutting Theme:	
Ancient Scotland- stone age, bronze age and iron age. Looking at changes in society from hunter gatherers to community based/ farming.	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Social Intelligence- communicating/feeling/collaborating/ leading All pupils to access the My World of Work tool	
Literacy: Writing – Text Type	Literacy: Reading
<b>PROCEDURE:</b> write a procedure that tells how to do something.  <b>REPORT:</b> write an information report.	<b>UNDERSTANDING, ANALYSING AND EVALUATING</b> Identifies the purpose of a text with suitable explanation Identifies the main ideas of a text with appropriate detail  Makes relevant comments about features of language, for example vocabulary, sentence structure and punctuation  Responds to a range of questions, including literal, inferential and evaluative questions to demonstrate understanding of texts Creates different types of questions to show understanding of texts Distinguishes between fact and opinion with appropriate explanation
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<b>Spelling/Phonics:</b> Continue through spelling programs- Pupils will have weekly/fortnightly spelling patterns	<b>UNDERSTANDING, ANALYSING AND EVALUATING</b>  Asks and responds to a range of questions including literal, inferential and evaluative questions to demonstrate understanding of spoken texts  Identifies the difference between fact and opinion with suitable explanation  Creates different types of questions to show understanding of texts  Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition  Identifies which sources are most useful/reliable
<b>Handwriting:</b> Continue to work on fine motor skills/ forming and sizes of letters	
<b>Grammar:</b> <ul style="list-style-type: none"><li>Investigate synonyms and antonyms with the use of a thesaurus.</li><li>Use of apostrophe with collective nouns e.g., the children's socks.</li><li>Understand how to use semi-colons to balance a list.</li><li>Understand the use of brackets and dashes to punctuate parenthesis.</li></ul>	
<b>Punctuation:</b> Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question	



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marks and/or apostrophes. Punctuation is mainly accurate. Begin to explore more advanced punctuation. e.g commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.	
<b>Modern Languages: French</b>	<b>British Sign Language</b>
<p><b>Writing:</b> Sports and pastimes Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling or structure. Identifies the main points of the text and can communicate this to others .</p> <p><b>Reading:</b> Applies a range of reading skills and strategies to read unfamiliar vocabulary with increasing understanding a range of texts, including more extended reading passages or stories. Uses knowledge of context, cognates and grammatical structures to support understanding.</p> <p><b>Listening and Talking:</b> Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. • Uses polite social terms to begin and end interactions. Talks, for example, about him/herself and others, with an increasing range of vocabulary. - Sports and pastimes</p>	<p><b>Jan-Feb:</b> Family</p> <p><b>February-March:</b> Clothes</p>
<b>Numeracy: Mental Maths</b>	<b>Number, Money and Measure</b>
<ul style="list-style-type: none"> <li>find simple time differences using the 12 and 24 hour clock including using electronic or paper based time tables</li> </ul> <p>MNU 2-10a</p> <ul style="list-style-type: none"> <li>Find change from £1 or £5 for quantities such as £3.25, using terms profit and loss in simple calculations</li> </ul> <p>MNU 2-09a/MNU 2-09c</p> <ul style="list-style-type: none"> <li>add and subtract single digits to/from 3 digits eg 298+9, 303-9, 995+9, 602-7</li> </ul> <p>MNU 2-03a</p> <ul style="list-style-type: none"> <li>add and subtract multiples of 10 to/from 3 digits eg 296+20, 387+20, 412-10, 600-30, 611-20</li> </ul> <p>MNU 2-03a</p>	<p>Number and Number Processes</p> <p><b>Calculating (Mult Div):</b></p> <ul style="list-style-type: none"> <li>Use a range of mental and written strategies to solve multi-step problems, that involve a combination of addition, subtraction, multiplication and division with whole numbers with whole numbers ensuring the correct order of operations.</li> <li>Solve division problems using known addition, subtraction and multiplication facts within the 2, 3, 4, 5 and 10 times table.</li> <li>Solve division problems by using a multiplication strategy and by using the inverse rule.</li> <li>Describe the rule for multiplication by 100 as 'the digits move two places to the left'.</li> </ul>



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<ul style="list-style-type: none"><li>• read up to 7 digit numbers eg 2,666,513, give the number before or after, and +/- 1, 10 or 100</li></ul> <p>MNU 2-03a</p> <ul style="list-style-type: none"><li>• find <math>\frac{1}{2}</math> of 3 digit numbers eg <math>\frac{1}{2}</math> of 250, <math>\frac{1}{2}</math> of 350, <math>\frac{1}{2}</math> of 650, and <math>\frac{1}{4}</math> of multiples of 100 eg <math>\frac{1}{4}</math> of 300 (teach <math>\frac{1}{2}</math>, then <math>\frac{1}{2}</math> again to find a <math>\frac{1}{4}</math> e.g. <math>\frac{1}{2}</math> of 300 is 150, <math>\frac{1}{2}</math> of 150 is 75</li></ul> <p>MNU 2-07a</p> <ul style="list-style-type: none"><li>• round 2dp numbers to the nearest whole number eg £2.85 is nearer to £3 and use rounding to estimate the answer to a problem</li></ul> <p>MNU 2-02a</p> <ul style="list-style-type: none"><li>• give remainders to division eg <math>14 \div 3</math>, <math>24 \div 7</math></li></ul> <p>MNU 2-03a</p> <ul style="list-style-type: none"><li>• bond 3 digit numbers with 1000 eg 925 and 75, 875 and 125, 550 and 450, ... and find change from £10 eg £8.75 gives £1.25 change</li></ul>	<ul style="list-style-type: none"><li>• Describe the rule for division by 100 as 'the digits move two places to the right'.</li><li>• Recall all the doubles and corresponding halves.</li><li>• Have sound recall all multiplication facts up to 10</li></ul> <p><b>Calculating (Add and Subt)</b></p> <ul style="list-style-type: none"><li>• Use a range of mental and written strategies to solve multi-step problems, that involve a combination of addition and subtraction of whole numbers and decimal fractions whilst ensuring the correct order of operations. 0 and some corresponding division facts.</li></ul> <p><b>Time</b></p> <ul style="list-style-type: none"><li>• Use appropriate units of time to assist problem solving in real life.</li><li>• Understand the factors that influence the measurement of time</li><li>• Read times using a variety of conventions e.g. 5 to 9, 8.55pm, 20:55.</li><li>• Compare 12 hour and 24 hour notation.</li><li>• Compare starting and finishing times on clocks, calendars and timetables to find out how long something has taken including bridging across several hours</li><li>• Understand the factors to be considered when selecting an appropriate unit of time.</li><li>• Explore timelines.</li><li>• Recognise that timetables can take different forms.</li><li>• Investigate journey times and discuss the impact of such things as using different routes or traffic jams.</li></ul>
<b>Shape, Position and Movement</b>	<b>Information Handling</b>
<p><b>Properties of 2D and 3D shape</b></p> <p>Sort, describe and create representations of 2D shapes and 3D objects.</p> <p>Show understanding of the importance of 2D shape and 3D objects within the environment.</p>	<p>Devises ways of collecting data in the most suitable way for the given task.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Analyses, interprets and draws conclusions from a variety of data</li></ul>



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Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	Central Net – Volleyball Gymnastics Rhythm and timing Kinaesthetic Awareness Continue Scottish Country Dancing for first few weeks of term
Social Wellbeing:	<ul style="list-style-type: none"><li>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others</li><li>I value the opportunities I am given to make friends and be part of a group in a range of situations.</li></ul>
Physical Wellbeing:	<ul style="list-style-type: none"><li>Not a focus this term</li></ul>
Planning For Choices and Changes:	<ul style="list-style-type: none"><li>Explains own ambitions and identifies ways to achieve them.</li><li>Manages personal profile and uses it to discuss interests, strengths and skills.</li><li>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</li><li>Personal target setting, pupils using iPads to reflect and create a profile of their learning</li></ul>
Food and Health:	<ul style="list-style-type: none"><li>Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling.</li><li>Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards.</li><li>Explains the difference between Use By and Best Before dates.</li><li>Creates a risk assessment for a practical food session.</li></ul> Links to outdoor learning- preparing a meal outdoors
Substance Misuse:	<ul style="list-style-type: none"><li>Not a focus this term</li></ul>
Cyber Resilience and Internet Safety:	<ul style="list-style-type: none"><li>Demonstrates an understanding of the content they should include in an online profile.</li><li>Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.</li><li>Identifies appropriate ways to report concerns.</li><li>Focus on iPad use. Digital agreement and safe use policy established with pupils</li></ul>
Other Curricular Areas:	
Social Subjects	<ul style="list-style-type: none"><li>use primary and secondary sources selectively to research events in the past.</li><li>interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and sense of chronology.</li><li>investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.</li><li>discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</li></ul>



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<b>Technologies</b>	<b>Digital Literacy:</b> <ul style="list-style-type: none"><li>• Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results.</li><li>• Access websites and use navigation skills to retrieve information for a specific task.</li><li>• Demonstrates an understanding of usage rights and can apply these within a search for example creative commons</li><li>• Explore apps on iPad such as Keynote, Pages and iMovie to showcase learning across the curriculum in different ways.</li></ul>
	<b>Computing Science:</b> <ul style="list-style-type: none"><li>• Investigate and explore what AI is, how to use it, its limitations and applications</li></ul>
	<b>Food and Textiles:</b> <ul style="list-style-type: none"><li>• developing dexterity, creativity and confidence when preparing and cooking food.</li></ul>
<b>Expressive Arts</b>	<b>Art and Design:</b> <ul style="list-style-type: none"><li>• Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work. applies a printmaking process, for example, makes prints from polystyrene</li><li>• shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture; Focus artist- Peter Howson and Alan Davie</li></ul>
	<b>Music:</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Explore Garageband App on iPads- exploring world instruments, recording different compositions</li></ul>
	<b>Drama:</b> <ul style="list-style-type: none"><li>• Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation.</li><li>• Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.</li></ul>
<b>Religious and Moral Education:</b>	<b>Places of Worship</b> What is worship? Church, Mosque, Gurdwara, Synagogue - symbols and forms of worship Sacred writings - Torah
<b>Outdoor Learning and Learning for Sustainability Opportunities:</b>	<b>Being Safe, Being Respectful and Being Outdoors</b> <ul style="list-style-type: none"><li>• Shelter building - tents/dens/exploring various options</li><li>• Planning and preparing a meal outdoors /Fire building and safety (Links to topic)</li></ul>