



Lawhead Primary School

Learning Overview



Term 3: April-July 2026

Class: Primary 2

Topic/Cross Cutting Theme:	
Recycling	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Innovation Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill	
Literacy: Writing – Text Type	Literacy: Reading
<p>This term we will explore the features of persuasive writing and create persuasive posters.</p> <p>We will use our imagination to write and tell stories in a comic book style.</p>	<p>This term, we will continue to send reading books home weekly. We are learning to use reading strategies to read new and unfamiliar words.</p> <p>Offers own ideas about the writer’s message and theme and, when appropriate, relates these to personal experiences</p>
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<p>Spelling/Phonics: We will continue to learn new digraphs through our phonics scheme. A new spelling pattern will be taught each week.</p> <p>Handwriting: Revision of correct letter formation, sizing and position on the line. Neat layout in jotter including writing the date in different formats.</p> <p>Grammar: Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words</p> <p>Links sentences using common conjunctions, for example – and, because, but or so</p> <p>Punctuation: Writes independently, punctuating most sentences accurately.</p>	<p>In listening and talking the focus will be</p> <ul style="list-style-type: none"> • Recognising simple differences between fact and opinion in spoken texts • Contributes to group/class discussions, engaging with others for a range of purposes • Speaks clearly and audibly while presenting to the class.



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Modern Languages: French		British Sign Language	
This term we are learning to name food items.		This term we are learning to sign food items.	
Numeracy: Mental Maths		Number, Money and Measure	
<p>In mental math this term we will cover:</p> <ul style="list-style-type: none"> • find near doubles eg 7+6, ... • subtract any single digit from any single digit to 10 eg 9-3, 8-4, 10-3 • verbalise, recognise and write numbers to 100 and give numbers before and after and explain the link between a digit, its place and its value • add any single digit numbers together eg 7+6, 9+4, 8+5,...and share ways of getting the answer to a calculation • add three single digits eg 4+4+2 and share ways of getting the answer to a calculation • estimate the position of numbers to 20 on a number line eg "where would 19 be?" or where a simple fraction would be eg, 1/2 or 1/4, using the language associated with fractions 		<p>Money</p> <ul style="list-style-type: none"> • identifies and uses all coins and notes to £5 and explores different ways of making the same total. • Uses a variety of coin and note combinations, to pay for items and give change within 20p or £1. • Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change. • Demonstrates awareness of how goods can be paid for using cards and digital technology • Find totals and change using real money with coins to 20p paying for items and working out how much change to receive eg "you have 20p and you spend 10p, how much change 	
Shape, Position and Movement		Information Handling	
<p>Direction-</p> <ul style="list-style-type: none"> • use positional language. • describe, follow and record directions. • Uses simple grid reference. 		<p>Data handling</p> <ul style="list-style-type: none"> • Asks and answers questions to extract key info. • Selects and uses most appropriate way to gather and sort data • Uses a variety of ways to display data • Simple labelling and scale used on a graph. 	
Health and Wellbeing:			
Physical Education, Physical Activity and Sport:	<p>Central Net Games</p> <ul style="list-style-type: none"> • Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes. • Focuses attention in more demanding situations • Demonstrates adaptability when finding different solutions to solve problems. <p>Athletics /Field games</p> <ul style="list-style-type: none"> • Repeats tasks in the correct sequence with more precision. • Makes decisions when presented with two or three different options and can explain why 		
Mental and Emotional Wellbeing:	Revisit Cool in School Plans to help us make good choices in school.		
Social Wellbeing:	Not a focus this term		



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Physical Wellbeing:	<p>During our relationships and sexual health lessons we will focus on: P2 - First Level - RSHP</p> <ul style="list-style-type: none"> • My body and privacy • Friends and friendship • Looking after plants and animals • People who help and look after me
Planning For Choices and Changes:	<ul style="list-style-type: none"> • Talks about own strengths, interests and skills and links these to career ambitions. • Sets learning goals and works towards achieving them.
Food and Health:	Not covered this term.
Substance Misuse:	<ul style="list-style-type: none"> • Identifies why medication can be harmful. • Describes when and how to contact emergency services. • Shares key information about an emergency situation.
Cyber Resilience and Internet Safety:	Not covered this term.
Other Curricular Areas:	
Social Subjects	<p>Through our topic, we will reduce, reuse and recycle our waste. We will find out why we should recycle and plan ways to make small changes in the classroom.</p> <p>We will plan to care for the environment in and around our school.</p>
Sciences	<p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.</p> <p>I can explore examples of food chains.</p> <p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.</p>
Technologies	<p>Digital Literacy: This term we will begin to access and explore the features of GLOW.</p> <p>Computing Science: Use visual programming language to read and build algorithms.</p> <p>Food and Textiles: This term we will use old textiles to make something new. We will think about ways to join textiles.</p> <p>Technological Developments in Society and Business: Not covered this term.</p> <p>Craft, Design, Engineering and Graphics: Not covered this term.</p>
Expressive Arts	<p>Art and Design: We are learning to create textures in our work using a variety of materials. We will create art from natural materials.</p> <p>Music: This term we will learn to perform a simple tune. We will use instruments to create our own music.</p>



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	<p>Drama: This term we will learn to create our own short drama and accept feedback given from our peers.</p>
	<p>Dance: Not covered this term.</p>
<p>Religious and Moral Education:</p>	<p>I am developing an awareness that some people have beliefs and values which are independent of religion.</p>
<p>Outdoor Learning and Learning for Sustainability Opportunities:</p>	<p>Our outcomes for term 4-</p> <ul style="list-style-type: none">• Picnic outdoors• Nature watching• Demonstrates journeying by making and following maps• Being respectful outdoors