



Lawhead Primary School

Learning Overview



Term 4: April - June

Class: Primary 3

Topic/Cross Cutting Theme:	
Term 4: The Vikings in Scotland	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
<p>Focus on Innovation this term.</p> <p>Continue to teach and reinforce metaskills from all the first 3 terms.</p> <p>Meta-skill of the fortnight – house points and acknowledgement for pupils applying these skills.</p> <p>Using the metaskills icons – linking to Outdoor learning and playground.</p>	
Literacy: Writing – Text Type	Literacy: Reading
<p>Discussion writing – were the Vikings just bullies and pirates? Which was the most important Viking god? Creating informational posters and pamphlets.</p>	<p>Identifying and considering the purpose and main ideas of a text.</p> <p>Responding to questions about a text, finding information and learning to create some questions of my own.</p> <p>Sharing thoughts about structure, characters and setting in stories.</p> <p>Identify writer’s message and relate it to persona experiences, and comment on the effective choice of words and other features.</p>
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<p>Spelling/Phonics: Developing confidence with blends for some, vowel digraphs for others, consolidating common words and moving onto suffixes.</p> <p>Group 1: all/ell/ill/ff/ft/ss/pl/bl/cl/fl/ cr/br/gr st words Group 2: oa/ow/oy/oi /spr/scr/thr/double consonant/ le/ou/common words Group 3: suffixes: ful/less/ness/er/est/common words/plurals/ing/ed/tch/wh/wa</p>	<p>Selecting ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. Giving a talk about an aspect of Viking life.</p> <p>Give and ask for explanations or clarifications during talks.</p> <p>Sharing personal opinions on a range of different topics. Distinguish between different facts and opinions given in spoken texts.</p>
Handwriting: Uplevelling work, creating a final draft.	
Grammar: Sentence openers, varying structure of sentences. Use of adverbs, extending sentences.	
Punctuation: Using apostrophes for possession, speech marks. Using commas (lists and adding clauses). Apostrophes for contractions.	
Modern Languages: French	British Sign Language
<p>Listening to stories, songs, rhymes and poems in the language – joining in and picking out key words. Translating simple sentences in French about myself. Spelling out words in French – using the French alphabet.</p>	<p>Revision of all previous topics. Describing people in BSL. Occupations: signing different jobs in BSL.</p>



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Numeracy: Mental Maths	Number, Money and Measure
<p>+ and - 4 or 5 (or more) to / from any 2 digit number eg $56+4$, $74+5$, $48-5$, $60-4$</p> <p>Reinforce the 2, 5 and 10 times tables for x, and introduce the 3 times table to 30, and the 4 times table to 40- 2 & 4, 3 & 6 etc tables together.</p> <p>Give the month before or after any other given month, eg “what month comes after February?”, or “before May?”</p> <p>Estimate the position of numbers to 100 on a number line eg “where would the 60 be?” or where a simple fraction would be eg, $\frac{1}{4}$ or $\frac{3}{4}$</p> <p>Find change from £1 using multiples of 10p</p> <p>eg “you have £1 and spend 20p - how much change? and use different combinations of coins to pay for certain goods eg costs to 50p.</p> <p>Add and subtract 50 or 100 to/from any simple 3 digit number eg $150+100=250$, or, $250-50$.</p> <p>No. counting on problems like this $64 - 27 = 64 - 30$ then $+ 3$.</p> <p>Use decimal notation for money eg $205p = \pounds 2.05$.</p> <p>Introduce division facts for the 2, 5 and 10 times tables.</p> <p>Add or subtract a single digit to/from any 2 digit number eg $73+7$, $49-6$, $50-3$, and any single digit numbers together eg $9+7$, $16-9$ and discuss and use mental agility strategies for + -</p> <p>Write 3 digit numbers given verbally and state the number after and before.</p> <p>Double numbers to 20 eg $11+11$, $14+14$, ...</p> <p>Counting on (or back) in 2's, 3's or 10's to/from any two digit number eg 1, 4, 7, 10, 13, .., or 89, 79, 69, 59, or 80, 78, 76, 74,</p> <p>Read 12 hour clock times which involve half past and quarter past the hour.</p>	<p>Using addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</p> <p>Find a fraction of an amount by sharing items and applying my knowledge of division.</p> <p>Demonstrate my understanding of simple fractions which are equivalent.</p> <p>Simple algebra - find values of unknown numbers using my knowledge of number facts, working systematically and explain my thinking to others.</p> <p>Discussing the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers – Eg. Roman Numerals and Viking Runes.</p>
Shape, Position and Movement	Information Handling
<p>Continuing with describing, following and recording routes and journeys using signs, words and angles associated with direction and turning.</p> <p>Using grid reference systems to locate and describe position.</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>Using appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.</p>



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Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none"> • Athletics - developing different proficiencies – speed, agility, stamina and teamwork. • Striking & Fielding – cricket and rounders skills. • Cognitive skills – developing teamwork and concentration. • Setting personal targets and recording times for different activities.
Mental and Emotional Wellbeing:	Continuing looking at strategies for managing emotions and maintaining good mental wellbeing.
Social Wellbeing:	<p>Making and maintaining successful friendships- reinforcing positive strategies.</p> <p><u>Relationships Sexual Health and Parenthood –Progression 2 P3 - First Level - RSHP</u></p> <ul style="list-style-type: none"> • Safe and Happy Online • How Human Life Begins • What Babies Need
Physical Wellbeing:	Assessing risks in and around school.
Planning For Choices and Changes:	Talking about personal strengths and ambitions, skills and makes links to career aspirations.
Food and Health:	N/A - not covered in term 4
Substance Misuse:	N/A - not covered in term 4
Cyber Resilience and Internet Safety:	Discussing safety online and how we can be smart and healthy internet users.
Other Curricular Areas:	
Social Subjects	<p>Understanding that evidence varies in the extent to which it can be trusted and can use this in learning about the past.</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>Using evidence to recreate the story of a place or individual of local historical interest.</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>
Sciences	No outcomes for this term.
Technologies	<p>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. Continuing using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.</p> <p>Computing Science:</p> <p>Showing a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language.</p> <p>Using Microbits to explore simple problems and challenges.</p> <p>Food and Textiles: Developing problem solving strategies to meet challenges with a food or textile focus.</p> <p>Technological Developments in Society and Business: Exploring and experimenting with digital technologies to support and enhance my learning in different contexts.</p> <p>Craft, Design, Engineering and Graphics: No outcomes for this term.</p>
Expressive Arts	Art and Design: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.



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	<p>Responding to the work of artists and designers by discussing my thoughts and feelings. Giving and accepting constructive comment on my own and others' work.</p> <ul style="list-style-type: none"> • Portraits and still life • Scottish artist study – Glasgow boys • Margaret MacDonald
	<p>Music:</p> <ul style="list-style-type: none"> • Listening to a range of music and can respond by discussing my thoughts and feelings. Giving and accepting constructive comment on my own and others' work. • Charanga – unit 5 - Bring us together, unit 6 Reflect rewind replay
	<p>Drama:</p> <p>Respond to the experience of drama by discussing my thoughts and feelings. Give and accept constructive comment on my own and others' work</p>
	<p>Dance:</p> <p>Following dance routines and creative dance: Responding to the experience of dance by discussing my thoughts and feelings. Giving and accepting constructive comment on my own and others' work.</p>
Religious and Moral Education:	<p><u>Other World Religions</u></p> <p>This term the children will explore Islam by learning about Muslim beliefs, stories and special places, and how values such as kindness, respect, thankfulness and helping others shape everyday life and communities.</p>
Outdoor Learning and Learning for Sustainability Opportunities:	<p>Outdoor Learning Block 2</p> <ul style="list-style-type: none"> • Taking responsibility for an area outside • Beach exploration • Picnic in a further afield location