



**Term 4**

Class: P4/5

<b>Topic/Cross Cutting Theme:</b>	
Term 4:	
<h2>16<sup>th</sup> Century Scotland</h2>	
<b>Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:</b>	
<p><b>Enterprise Context – Fashion Designer / Textile Artist</b></p> <p>Pupils will take on the role of <b>fashion designers and textile artists</b>, exploring clothing and fashion from the <b>1500s</b>. Through research and discussion, learners will find out about the styles, materials, colours and purposes of clothing worn during this time, considering how fashion reflected daily life, social status and available resources.</p> <p>Using this knowledge, pupils will work creatively to design and make costumes for puppets using a range of textiles and materials. They will plan their designs, make choices about fabrics and decoration, and work within simple constraints such as time and resources, developing enterprise skills such as creativity, teamwork and problem-solving.</p> <p>The project will culminate in a <b>puppet fashion show</b>, where pupils will present their designs, explain their ideas and reflect on their work and the historical inspiration behind it.</p>	<p><b>Innovation</b></p> <p>Meta-skill of the week/fortnight – house points and acknowledgement for pupils showing that metaskill - <a href="#">meta-skills-progression-framework.pdf</a></p> <p>Continue to embed learning from previous terms</p> <p>P4-7 – use self-evaluation tools and set goals for innovation <a href="#">Learner Self-evaluation Tools - Skills Development Scotland</a></p> <p>P5-7 – Regularly add to ‘My World of Work’</p>
<b>Literacy: Writing – Letter and personal writing Response – playscripts.</b>	<b>Literacy: Reading</b>
<p>This term learners will develop their writing skills through a focus on letter writing, personal writing and responding to playscripts. Pupils will explore how to adapt their writing style, tone and structure for different purposes and audiences.</p> <p>Across all writing there will be continued focus on</p> <ul style="list-style-type: none"> <li>Organizing ideas into clear paragraphs.</li> </ul>	<p>Learners will develop their reading skills with a focus on identifying main ideas and supporting details across a range of texts. They will make relevant comments about features of language, e.g. vocabulary, tone, to demonstrate understanding.</p> <p>Learners should recognize and discuss techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and repetition.</p>



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<ul style="list-style-type: none"> <li>Using interesting vocabulary and varied sentence structure.</li> <li>Applying spelling, punctuation and grammar accurately.</li> <li>Making use of digital tools and support materials.</li> </ul>	<p>Learners will continue to work on reading fluency and using expression when reading aloud.</p>
<b>Literacy: Writing – Tools For Writing</b>	<b>Literacy: Listening and Talking</b>
<p>Spelling/Phonics:</p> <p>Learners will continue to follow a structured spelling progression, developing their understanding of spelling patterns, rules and strategies. Pupils will explore common words, phonemes and tricky spelling patterns, and apply these accurately in their writing.</p>	<p>Learners will develop their listening and talking skills through a range of collaborative and presentation-based activities. Pupils will be encouraged to:</p> <ul style="list-style-type: none"> <li>Listen attentively to others and take turns in discussions without interrupting.</li> <li>Share ideas clearly and respond appropriately to others' contributions.</li> <li>Ask and answer questions to deepen understanding.</li> <li>Build confidence when speaking in small groups and to the wider class.</li> <li>Listening for key information.</li> <li>Expressing opinions with reasons.</li> <li>Use historical vocabulary appropriately.</li> </ul> <p>Learners will also plan and deliver a short presentation on a figure from our 16<sup>th</sup> century Scotland project (e.g. a monarch, clan leader or historical figure). They will practise organising their ideas, using appropriate vocabulary and speaking clearly to an audience.</p>
<p><b>Handwriting</b></p> <p>Pupils will continue to develop fluent letter joins and apply these skills using a range of writing tools. Children are encouraged and expected to transfer their joined handwriting consistently across all areas of the curriculum.</p>	
<p><b>Grammar:</b></p> <p>Learners will</p> <ul style="list-style-type: none"> <li>use a range of tenses – past, present and future.</li> <li>Select appropriate vocabulary and word choice to suit purpose and audience.</li> <li>Use a thesaurus to explore alternatives and enhance their writing.</li> </ul> <p>There will also be a focus on</p> <ul style="list-style-type: none"> <li>Improving clarity and detail in writing.</li> <li>Using more ambitious vocabulary.</li> <li>Editing and improving their own work.</li> </ul>	
<p>Punctuation: Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.</p>	



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Modern Languages: French	British Sign Language
<p>Describing myself/ body parts.</p> <p><b>P5-My Home</b> Uses simple sentences. Reviews and corrects writing to ensure it makes sense and meets its purpose. For example, uses a bilingual dictionary, grammar notes, or peer review to check accuracy and sense.</p> <p>Describing myself/ body parts. Demonstrating understanding of familiar words and phrases.</p> <p>Listen, takes turns and contributes appropriately when engaging with others Respond appropriately to others, by asking and answering questions.</p>	<p>This term, learners will continue to develop their skills in British sign Language, with a focus on describing people and occupations.</p> <p>Describing People – folder 9</p> <p>Occupations – folder 10</p>
Numeracy: Number, money, measure.	Numeracy – Mental Maths.
<p><b>MULTIPLICATION AND DIVISION</b> Understand and use the inverse relationship between multiplication and division. Use sound recall of multiplication and division number facts in calculations. Use mental and written strategies for multiplication and division in real life situations. Fractions – Recognise, simplify and find equivalent fractions. Model addition and subtraction of decimal fractions. Model multiplication and division of a decimal fraction by a whole number. Solve problems involving decimal fractions in real life situations including money and measure. Solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimal fractions.</p> <p><b>PERCENTAGES</b> Understand that a percentage is a fraction with a denominator of 100. Find a simple percentage of a quantity or an amount. Select the most effective strategy to calculate a simple percentage of a given amount.</p> <p><b>MONEY</b> Compare the cost of items from different retailers. Explain why money and measures use</p>	<p>Learners will work on <b>T4</b> from the Mental Maths Progression documents. Please note that activities will be adapted to meet individual learner needs.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Find <b>thirds, fifths and tenths</b> of quantities related to multiplication tables, e.g. <i>1/3 of 21, 1/5 of 30, 1/10 of 90.</i></li> <li>Reinforce the <b>2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables</b> for multiplication and division, including linked facts, e.g. <i>if <math>7 \times 9 = 63</math>, then <math>9 \times 7 = 63</math>, <math>63 \div 7 = 9</math> and <math>63 \div 9 = 7</math>.</i></li> <li>Add or subtract a <b>single digit</b> to/from a <b>3-digit number</b>, e.g. <i>195 – 8, 395 + 8, 911 – 8.</i></li> <li>Estimate where a number between <b>0–1000</b> would be placed on a number line, e.g. <i>“Where would 975 be?”</i></li> <li>Multiply <b>2- or 3-digit numbers by 10</b>, e.g. <i>316 × 10.</i></li> <li>Find <b>change from £1</b> for any amount of money, e.g. <i>82p leaves 18p, and from £5 using multiples of 10p, e.g.</i></li> </ul>



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decimal notation. Understand that monetary amounts can be written with no more than 2 decimal places. Explain the differences between 'credit', 'debit' and 'debt'. Understand the concept of debt and explain the implications. Understand that affordability is based on money available. Explain why budgeting is important.

*£2.20 leaves £2.80.* Learners will also compare costs and determine affordability.

- Add and subtract **multiples of 10** to/from **3-digit numbers**, e.g.  
*246 + 60, 317 + 90, 416 – 20* (including bridging through 100).
- Read and verbalise **5- and 6-digit numbers**, identify the number before and after, and add or subtract **1, 10 or 100**.
- Double numbers up to **100** and multiples of **100**, and find associated halves, e.g.  
*2 × 56, 2 × 74, ½ of 148, ½ of 1300.*
- Round numbers with **1 decimal place** to the nearest whole number, e.g.  
*2.4 is nearer to 2; 2.9 is nearer to 3.*
- Find simple **time differences** using the **12-hour clock**, e.g.  
*from 8:55am to 9:13am*, and by using electronic or paper-based timetables.
- Find **½, ⅓, ¼ and ⅕** of more complex quantities, e.g.  
*½ of 212, ⅓ of 120, ¼ of 500.*

### Shape, Position and Movement

Pupils will:

- Measure & draw angles accurately.
- Understand systems for describing position and direction.
- Explore the Cartesian coordinate system using all four quadrants.
- Explain the relationship between bearings and the compass rose.
- Identify and use language and notation of bearing to describe position and direction.

### Information Handling

Pupils will:

- Gather information through surveys, questionnaires and observations.
- Display data in a variety of ways including timelines, tables, Carroll diagrams and Venn diagrams.

Links will be made to our 16<sup>th</sup> Century Scotland topic, for example by collecting and analyzing information related to historical contexts.

### Health and Wellbeing:

Physical Education, Physical Activity and Sport:

- Athletics - Practising running, jumping, throwing to improve strength and speed. Learners will set own targets and evaluate their won performance.
- Tennis – hand-eye coordination. Pupils will develop teamwork communication, and turn taking through partner and small group activities.



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	<ul style="list-style-type: none"> <li>Cognitive skills – Planning movements, making decisions, understanding rules and strategies.</li> </ul>
<b>Mental and Emotional Wellbeing:</b>	<p>Using the LEANS resource learners will be able to</p> <ul style="list-style-type: none"> <li>Explain that everyone’s brain is unique and works in its own way.</li> <li>Name some examples of neurodivergence, like dyslexia, ADHD, or autism.</li> <li>Talk about different strengths that different kinds of brains can have.</li> <li>Show understanding and kindness to people who think of learn differently.</li> <li>Help make the classroom a place where everyone feels safe, respected, and included.</li> </ul>
<b>Social Wellbeing:</b>	<ul style="list-style-type: none"> <li>Work cooperatively with others and know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</li> <li>As part of our Health and Wellbeing curriculum, learners in P4/5 will take part in Relationships, Sexual Health, and Parenthood (RSHP) programme. This will be delivered at an age appropriate and supportive manner, helping to understand relationships, their bodies, respect, social boundaries and wellbeing. Opportunities will be provided for discussions, questions and reflection.</li> </ul>
<b>Physical Wellbeing:</b>	<ul style="list-style-type: none"> <li>Learners will explore ways to keep their bodies healthy and safe. Explain the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness.</li> <li>We will discuss basic safety rules both at home and in the wider environment and identifies why misusing medication can be harmful.</li> </ul>
<b>Other Curricular Areas:</b>	
<b>Social Subjects</b>	<ul style="list-style-type: none"> <li>Learners will use primary and secondary sources selectively to research events in the past.</li> <li>Learners will interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage.</li> <li>Pupils can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.</li> <li>Pupils can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</li> </ul> <p>Through enquiry, discussion, and research pupils will develop historical understanding of life in the past.</p>
<b>Sciences</b>	<ul style="list-style-type: none"> <li>Recognise how peoples actions impacted the environment in the past and compare with today.</li> <li>Explore materials used in the past (wood, metal, clay, textiles)’, including properties and sustainability for everyday life.</li> <li>Investigate natural resources and environments that people in the past used for food, shelter, and tools.</li> </ul>
<b>Technologies</b>	<p><b>Digital Literacy:</b> Learners will develop advanced PowerPoint skills including:</p> <ul style="list-style-type: none"> <li>Using design and layout tools to make slides visually engaging.</li> <li>Incorporate images, charts, and graphs to present information clearly.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Practice planning and structuring a presentation for an audience.</li> <li>• Apply animations, transitions and multimedia to enhance presentations.</li> <li>• Collaborate and review work digitally, giving and responding to feedback.</li> </ul>
	<p><b>Computing Science:</b> Exploring accessibility features including</p> <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Calendar</li> <li>• Reminders</li> <li>• Widgets</li> <li>• Mind Maps</li> <li>• Calendar</li> <li>• Reminders</li> <li>• Widgets</li> </ul> <p>Microbit project- wildlife and volcano animations. Through a variety of unplugged and programming activities related to animations, pupils will develop their understanding of decomposition, flowchart algorithms and repetition. They will then write and test their animation.</p> <p>Stop motion Pupils will also develop their creativity and digital storytelling skills through a stop-motion animation project. They will plan, create and evaluate a short story using a puppet they have designed and made themselves, using stop-motion software to produce a simple animated narrative.</p>
	<p><b>Food and Textiles:</b> Uses a range of equipment when working with textiles, for example, scissors, rulers, tape measures and materials. Investigates a simple problem /challenge which includes given criteria. Design and make a replica of a 16<sup>th</sup> Century brooch.</p>
	<p><b>Technological Developments in Society and Business:</b> Learners will explore how technology affects daily life and work, comparing 16<sup>th</sup> Century tools and inventions like the printing press, navigational instruments and water powered mills with modern developments. They will consider how technology changes communication, trade, and industry. They will reflect on both benefits and challenges.</p>
	<p><b>Craft, Design, Engineering and Graphics:</b> 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><b>Art and Design:</b> In art, pupils will explore and talk about the visual elements they see in their own work and the work of others, such as colour, shape and form. They will learn about selected artists and designers, using a variety of sources to find out how and why different visual elements are used in creative work.</p> <p>Related activities include designing, modelling and constructing a sculpture to create a historical artefact, such as a brooch. This work links closely with technology through planning, making and evaluating designs.</p> <p><b>Music:</b> In music, pupils will listen to a variety of musical styles and talk about the music they hear. They will be encouraged to share what they like and dislike, explaining their preferences</p>



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	<p>using simple musical language. Children will learn to recognise different genres, such as classical, jazz, rock and pop, and identify some of the main instruments used in each style.</p> <p>Throughout the term, pupils will take part in listening and sorting activities to help them classify music genres, as well as practical lessons where they play tuned percussion instruments together to accompany music</p> <p><b>Drama:</b> In drama, pupils will explore life in <b>16th-century Scotland</b> through role-play, movement and performance. They will work collaboratively to create and take part in drama scenes inspired by historical events, daily life and important figures from the period. Children will be encouraged to contribute ideas, develop characters and use voice, movement and expression to communicate meaning to an audience.</p> <p>Pupils will also reflect on their own contributions and those of others, discussing what worked well and how performances could be improved. Through this process, they will build confidence, teamwork and an understanding of how drama can be used to explore history and express ideas creatively.</p> <p><b>Dance:</b> Pupils will take part in individual and group creative dance activities. They will listen to a range of music styles, including electro, classical, rock and pop, and create movements inspired by the rhythm, mood and tempo of each genre. Children will be encouraged to explore expression, timing and teamwork as they develop and perform their dance ideas together, building confidence and creativity through movement.</p>
<b>Religious and Moral Education:</b>	<p>Pupils will be encouraged to share and develop their own views about important values such as <b>fairness, equality, love, caring, sharing and human rights</b>. Through discussion, stories and real-life scenarios, children will explore what these values mean and why they are important in everyday life.</p> <p>Pupils will learn to listen respectfully to the opinions of others, express their own ideas confidently, and understand that people may hold different views. This learning helps children to develop empathy, respect and a sense of responsibility towards others in their school, community and wider world.</p>
<b>Outdoor Learning and Learning for Sustainability Opportunities:</b>	<p>Pupils will work together to plan and prepare a <b>16th-century Scottish banquet</b>, linking learning to their class topic on life in Scotland during this period. They will develop important skills by creating a simple budget, planning appropriate food and drink linked to the era, and organising resources needed for the event.</p> <p>Through this project, pupils will learn about basic food hygiene and safe food preparation, as well as designing and creating decorations inspired by 16th-century Scotland, making links with art and design.</p> <p>When working outdoors, pupils will plan for and apply appropriate safety measures, helping them to understand how to keep themselves and others safe while taking part in practical, real-life learning experiences.</p>