



Lawhead Primary School

Learning Overview



Term 4: April - July 2026

Class: P5/6

Topic/Cross Cutting Theme:	
16 th Century Scotland and Mary Queen of Scots	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
<p>Innovation Meta-skill of the week/fortnight - meta-skills-progression-framework.pdf</p> <p>Continue to embed Meta-skills learning from previous terms</p> <p>Use self-evaluation tools and set goals for innovation Learner Self-evaluation Tools - Skills Development Scotland</p> <p>Regularly add to 'My World of Work'</p>	
Literacy: Writing - Personal and Information texts	Literacy: Reading
<p>Biography writing with a focus on non-fiction/informational language. (follow on from Term 2 to uplevel) Scottish historical figure)</p> <p>Personal Letter Writing: personal recounts</p> <p>Creates a range of short and extended texts regularly for different purposes</p> <p>Social Studies report (linked to Scottish history study)</p> <p>Persuasive response</p>	<p>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)</p> <p>Read aloud a familiar piece of text by adding expression and can show understanding (can be supported at home through group novels)</p> <p>Use notes to create new texts that demonstrate understanding of the topic or issue</p> <p>Make relevant comments about features of language, for example vocabulary, sentence structure and punctuation</p> <p>Use context clues to read and understand texts</p> <p>Continuation of identifying and finding key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information</p> <p>Identifies the main ideas of a text with appropriate detail (linked to the class novel)</p>
Literacy: Writing - Tools For Writing	Literacy: Listening and Talking
<p>Spelling/Phonics: Doorway -digital learning (whole class on weekly rota with individualised patterns) Spelling groups with weekly patterns from the programme of study</p>	<p>Recognises some techniques used to engage or influence the listener (e.g. vocabulary, emphasis, tone and/or rhetorical questions)</p>



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<p>Proof-reading, including development of dictionary skills (also linked to writing) (Handwriting: consolidation of all linked script - taught and modelled in conjunction with spelling key words and patterns)</p>	<p>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone When listening, asks questions to elicit additional information</p>
<p>Handwriting: consolidation of all linked script, sizing and spacing of script</p>	<p>Listens to present an argument</p>
<p>Grammar: consolidation of linking sentences using a range of conjunctions</p>	<p>Listens and responds to others who offer an alternative viewpoint</p>
<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>	<p>Plans and delivers an organised presentation/talk with relevant content and appropriate structure Communicates clearly, audibly and with expression in different contexts</p>
<p>Modern Languages: French</p>	<p>British Sign Language</p>
<p>P5-My Home/songs and rhymes Use simple sentences of increasing length. Reviews and corrects writing to ensure it makes sense and meets its purpose. For example, use a bilingual dictionary, grammar notes, or peer review to check accuracy and sense.</p> <p>P6- My Home Demonstrate knowledge and accurate application of punctuation norms in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents. Using simple sentences of increasing length</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>*continuation of myself and describing others - complete All About Me booklets</p>	<p>Revision of introductions (folder 4 from BSL pack) and revision of finger spelling so pupils can reply with their names Revise colours Revise classroom objects</p> <p>P4-7 BSL Song How Far I'll Go - Alessia Cara - Moana - SignSing BSL SSE Disney - YouTube</p>



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Numeracy: Mental Maths	Number, Money and Measure
<p>P5</p> <p>Reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide</p> <p>Read 5 and 6 digit numbers and count on and back in 1s, 10s or 100s</p> <p>Add or subtract a single digit to/from a three digit number</p> <p>Estimate where a number from 0-1000 would be on a number line</p> <p>Find the change from £1</p> <p>Double numbers to 50</p> <p>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</p> <p>Find thirds, fifths and tenths of quantities belonging to these tables and quarters of multiples of 100 eg 1/4 of 600 (teach half then half again)</p> <p>Add and subtract multiples of 10 to/from 3 digits</p> <p>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</p> <p>Round 4 digit numbers to the nearest 1000 or 100 and use rounding to estimate the answer to a problem</p>	<p>*see mental maths areas being covered (opposite) as they link to much of the numeracy focus areas.</p> <p>Consolidation of written methods of the four functions: addition, subtraction, multiplication and division.</p> <p>Reads, writes, orders and recites whole numbers to 100 000, starting from any number in the sequence</p> <p>Negative numbers - how the number line extends to include numbers less than zero</p> <p>Decimal fractions to 2dp - Reads, writes and orders sets of decimal fractions to two decimal places (2dp)</p> <p>Link a digit, its place and its value for whole numbers to 1 000 000.</p> <p>Use known relationships between multiplication and division to find multiples and factor pairs for a given whole number</p> <p>Consolidate fractions, percentages and decimals: simple percentages of amounts, ordering fractions, equivalence, simplifying, converting (between the three)</p> <p>Further exploring of patterns and sequences.</p> <p>Solving multi-step problems, that involve a combination of addition, subtraction, multiplication and division with whole numbers ensuring the correct order of operations.</p> <p>Identify the multiples and factors of numbers, with strong focus on times tables recall.</p>
<p><u>P6</u></p> <p>Find simple time differences using the 12 and 24 hour clock including using electronic or paper based time tables</p> <p>Find change from £1 or £5 for quantities such as £3.25, using terms profit and loss in simple calculations.</p>	



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<p>Add and subtract single digits to/from 3 digits</p> <p>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</p> <p>Find 1/2 of 3 digit numbers and 1/4 of multiples of 100</p> <p>Round 2 decimal place numbers to the nearest whole number and use rounding to estimate the answer to a problem</p> <p>Give remainders to division eg $14 \div 3$, $24 \div 7$ Bond 3 digit numbers with 1000 and find change from £10</p>	
Shape, Position and Movement	Information Handling
<p>Estimate, 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 Investigate angles in the environment, and discuss, describe and classify angles using appropriate mathematical vocabulary. Investigate where, why and how scale is used and expressed, and apply understanding to interpret simple models, maps and plans. Use simple scale to calculate actual size or distance. Create and explain symmetrical patterns and tessellations involving some degree of complexity Revision of 2D and 3D shape properties</p>	<p>Display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.</p>
Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none"> Athletics Striking & Fielding - golf, cricket Cognitive skills
Mental and Emotional Wellbeing:	<p>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.</p>
Social Wellbeing:	<p>Explains own ambitions and identifies ways to achieve them. Look into them further and possible exploration of My World of Work.</p>



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Physical Wellbeing:	<p>Learn about cleanliness, hygiene and safety, Apply these principles to my everyday routines, understanding their importance to health and wellbeing.</p> <ul style="list-style-type: none"> • Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. • Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. • Explains the difference between Use By and Best Before dates. • Creates a risk assessment for a practical food session
Relationships, Sexual Health and Parenthood	<p>P5 - My body Friends and friendship A fair and equal life for girls and boys My senses: Things I like, things I don't like Consent Protecting me/Abuse and relationships P6- Emotional wellbeing and Body image Love and relationships Sex: How people have sex/what do they do? How human life begins, pregnancy and birth Being a parent or carer Social media/popular culture</p>
Other Curricular Areas:	
Social Subjects and Sciences	<p>Scottish History <u>16th Century Scotland and Mary Queen of Scots</u> Use primary and secondary sources selectively to research events during 16th Century Scotland. Interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. Investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. Discuss why people and events from a particular time in the past were important, placing them within a historical sequence. Use digital technologies to search, access and retrieve information and am aware that not all of his information will be credible.</p>
Technologies	<p>Digital Literacy: Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results.</p> <ul style="list-style-type: none"> • Access websites and use navigation skills to retrieve information for a specific task. • Demonstrates an understanding of usage rights and can apply these within a search for example creative commons <p>Accessibility features: The children will revisit features already covered to further develop skills and will also explore</p> <ul style="list-style-type: none"> • Mind Maps



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	<ul style="list-style-type: none"> • Calendar • Reminders • Widgets • Mind Maps • Calendar • Reminders • Widgets
	<p>Craft, Design, Engineering and Graphics: Technology Design and Build Challenge Water rockets and 16th Century models design and make Use a range of methods to join and strengthen materials. Estimate and then measures accurately use 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>Art and Design: Develop the visual elements through skills: print, draw, moving image and photography, 3D objects, design process and talk about art and design.</p> <p>Music: Create simple melodies/rhythms. Give preferences for music. Recognise different musical styles and musical instruments within these styles. Continuation of music composition with use of Garage Band and ukulele playing.</p> <p>Drama: Present a short drama, as part of a group, using improvisation or a script.</p>
Religious and Moral Education:	<p>Focus religion - Islam 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. (Use of Book Creator to share findings) <i>Children learn about the early spread of Islam, as well as Islamic beliefs, worship and festivals, and explore what it is like to be a Muslim living in Britain today, reflecting on shared values such as respect, kindness and community.</i></p>
Food Technology	<p>Make food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. Identify ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. Explain the difference between Use By and Best Before dates. Create a risk assessment for a practical food session.</p>
Outdoor Learning and Learning for Sustainability Opportunities:	<p>Historical walk (Lade Braes mills)</p>