



Lawhead Primary School

Learning Overview



Term 4: April- July 2026

Class: P6

Topic/Cross Cutting Theme:	
Weather/Extreme Climates :zones on our planets and weather systems linked to them. Comparing and contrasting to Scotland	
Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:	
Innovation : activates when there's a challenge to be solved, Helping you use your sense of wonder and imagination until the problem is resolved. Thinking about creativity, critical thinking, sense making and curiosity. All pupils to access to continue to access and update the My World of Work tool	
Literacy: Writing – Text Type	Literacy: Reading
<p>Persuasive- Report and letter, Art or Book review</p> <p>Writing to persuade someone to explore an idea, read a book, justify an opinion etc.</p>	<p>Thinking about structure, characterisation and/or setting with reference to the text. Expanding reading experience to different genres, authors and themes. Being able to explain preferences and discuss reviews of books read (links to writing focus).</p>
Literacy: Writing – Tools For Writing	Literacy: Listening and Talking
<p>Spelling/Phonics: Continue through spelling programs- Pupils will have weekly/fortnightly spelling patterns Pupils using IDL programme will continue to be supported through targeted activities and monitoring/</p> <p>Handwriting: Continue to work on fine motor skills/ forming and sizes of letters</p> <p>Grammar: Writes in a fluent and legible way Reviews and corrects writing to ensure it makes sense, is technically accurate, and meets its purpose Makes appropriate choices about layout and presentation, including in digital texts to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions</p> <p>Punctuation: Continue to include commas, inverted commas (speech marks and/or apostrophes. marks), exclamation marks, question marks</p>	<p>CREATING TEXTS Communicates clearly, audibly and with expression in different contexts. Be expected to plan and deliver an organised presentation/talk with relevant content and appropriate structure. This will be linked to reading tasks (see homework grid) and topic work. Pupils will be asked to prepare a short presentation and present to either a small group or the whole class depending on confidence level. We will be making use of the iPads to create a class podcast where pupils can record short stories, reports, reflections etc about our time in class this term.</p>
Modern Languages: French	British Sign Language
<p>Writing: My Home Demonstrates 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. Uses simple sentences of increasing length</p>	<p>Describing people and occupations</p>



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Reading: My Home

Uses a bilingual dictionary or other reference sources to check and spell commonly misspelt or unfamiliar words. Recognises common prefixes, suffixes and blends of letters. Identifies connections between words. Uses this knowledge to help work out the meaning of new words.

Listening and Talking: Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food and drink, sport, school subjects, local community.

Numeracy: Mental Maths

Continuing to work through P6 Mental Maths programme:

[P6-MM-Progression.pdf](#)

- find quarters of multiples of 100 eg $\frac{1}{4}$ of 600, $\frac{1}{4}$ of 1000, $\frac{1}{4}$ of 500 (teach strategy $\frac{1}{2}$ then $\frac{1}{2}$ again) and halves of 3 digit numbers eg $\frac{1}{2}$ of 170, $\frac{1}{2}$ of 360, $\frac{1}{2}$ of 450
- + and - multiples of 10 to/from 3 digits eg $296+50$, $376+30$, $402-10$, $900-00$, $611-30$
- find thirds, fifths and tenths of quantities belonging to these tables eg $\frac{1}{3}$ of 24, $\frac{1}{5}$ of 40
- find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{5}$ of more complex quantities eg $\frac{1}{2}$ of 512, $\frac{1}{3}$ of 720 or $\frac{1}{4}$ of 900
- convert between 12 and 24 times eg 8.25am is 08:25 and 3.30pm is 15:30
- give remainders to division by any of the tables eg $14 \div 6$, $24 \div 9$, ...
- round 2dp numbers to the nearest whole number eg 3.19 is nearer to 3 than 4, ... and use rounding to estimate answers
- bond 3 digit numbers with 1000, eg 775 and 225, and the change from £10 eg £7.75
- read 7 digit numbers eg 3,458,989, give the number before or after and +/- 1, 10, 100, 1000
- find 50% of numbers or quantities eg 50% of 18, 50% of £16, ..
- use decimals to find halves of odd whole numbers eg $3 \div 2 = 1.5$, or $5 \div 2 = 2.5$ MNU 2-07a

Number, Money and Measure

NUMBER

Fractions

- I can compare and order fractions using knowledge of equivalence
- I can find fractions of an amount, e.g. $\frac{2}{3}$ of 12, $\frac{7}{9}$ of 72
- I can convert fractions into decimal fractions and percentages, e.g. $\frac{1}{2} = 0.5 = 50\%$
- I can apply understanding of the relationship between fractions, decimal fractions and percentages
- I can find simple percentages of quantities, e.g. 25% of £16 or 50% of £24
- I can identify where simple decimal fractions lie on a number line

MONEY

Aim: Give sound reasons for my decisions when solving problems involving money.

- Be able to explain the terms credit, debit & debt.
- Explain why budgeting is important.
- **Explain the risks and benefits of using bank cards.**
- Understand how to access product prices from a variety of sources.



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- add and subtract 2 digit numbers to/from 2 digit numbers eg $69+18$, $50-32$,
- recognise the equivalence between fractions, decimals and percentages eg $1/2 = 0.5 = 50\%$, or $1/4 = 0.25 = 25\%$ or $3/4 = 0.75 = 75\%$
- multiply and divide 2 and 3 digit numbers by a single digit eg 30×4 , 25×5 , 40×6 , and $60 \div 4$, $150 \div 3$, $200 \div 5$,

- Be able to work out what needs to be saved over a period of time when planning a simple purchase.
- Explain the possible implications of debt.

MEASURE

- I can use the known size of an object to estimate the size of unfamiliar objects.
- I can convert between fractional parts or decimal notation to 2dp when using measurements.
 - I can compare, sort and order objects using different standard units.
 - I can draw squares and rectangles with a given perimeter.
 - I can calculate the area of a 2D rectangle or square and explain the method used.
 - I can begin to see the relationship between counting cubes and calculations for calculating volume.
 - I can interpret unnumbered graduations on a variety of scales.
 - I can show an awareness of imperial units used in everyday life, for example, miles or stones.

Shape, Position and Movement

Extend mathematical language to allow for accurate descriptions.
 Describe a geometric diagram or image with precision to allow another to interpret it.
 Visualise 2D shapes and 3D objects following a description
 Identify 2D shape and 3D objects in the environment, noting their purpose.
 Create skeletons of simple 3D shapes.
 Make polyhedra in a variety of forms (skeleton, nets, solid clay) and discuss which features are best represented.
 Discuss the effect of geometric shape in art and design.

Information Handling

Data and Analysis
 Aim: Collects, organises and displays data with others in a variety of ways including through digital technology.
 Analyses, interprets and draws conclusions from data and communicates findings.
 We will be using our topic for this as we will be able to look at temperature, wind speed etc .



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Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	<p>Athletics- stamina, energy conservation, throwing, running, jumping.</p> <p>Striking & Fielding - baseball/cricket. Throwing and catching, with accuracy. Cognitive skills (fielding, positioning)</p> <p>We will also be having some Rugby taster sessions at the start of the term.</p>
Social Wellbeing:	<p>Looking at their own learning and opportunities for personal research/ interests.</p> <p>Teamwork, focus in sports and in group tasks in class. Supporting each other in their learning.</p>
Physical Wellbeing:	<p>RSHP Second level: Progression 1 Second Level - RSHP (link for parents reference)</p> <ul style="list-style-type: none"> • Body image • Love and relationships • Sex education how human life begins, pregnancy and birth. • Being a parent or carer • Social media/ popular culture
Planning For Choices and Changes:	<p>Continue to work with the MY World of Work website to explore possible future careers.</p> <p>Working on self-evaluation on Meta Skills</p>
Cyber Resilience and Internet Safety:	<ul style="list-style-type: none"> • Understands the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images. • Continue to focus on responsible iPad use.
Other Curricular Areas:	
Social Subjects	<p>Extreme weather and climate:</p> <p>Present information on different places to live, work and relax and interesting places to visit in my local area.</p> <p>By comparing my local area with a contrasting area outwith Britain, investigate the main features of weather and climate, discussing the impact on living things.</p> <p>Gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.</p> <p>Discuss issues of the diversity of cultures, values and customs in our society.</p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, discuss the similarities and differences.</p> <p>Extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus.</p> <p>Debate and improve my ideas with increasing confidence and clear explanations.</p> <p>Use a range of graphic techniques manually and digitally to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.</p>
Technologies	<p>Digital Literacy:</p> <ul style="list-style-type: none"> • Continue to explore and develop skills using apps on iPad such as Keynote, Pages and iMovie to showcase learning across the curriculum in different ways.
	<p>Computing Science: Analysing Computing Technology</p> <p>Explains the meaning of individual instructions (including variables and conditional repetition) in a visual programming language. • Predicts what a complete program in a visual programming language will do when it runs,</p>



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	<p>including how the properties of objects for example, position, direction and appearance change as the program runs through each instruction.</p> <p><i>Gladiators micro:bit workshop- children learn how to design, code and test a simple digital game controller, developing teamwork, problem-solving and confidence with real-life technology design.</i></p>
<p>Expressive Arts</p>	<p>Art and Design:</p> <ul style="list-style-type: none"> shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture. <p>Possible artists: Hokusai Turner Monet Basquiat</p>
	<p>Music:</p> <ul style="list-style-type: none"> Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.
	<p>Drama:</p> <ul style="list-style-type: none"> Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking. Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion. Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.
<p>Religious and Moral Education:</p>	<p>Other World Religions: Islam</p> <ul style="list-style-type: none"> investigate how people come to have their beliefs, and develop my awareness that there is a diversity of belief in modern Scotland. develop my understanding that people have beliefs and values based upon religious or other positions <p><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>
<p>Outdoor Learning and Learning for Sustainability Opportunities:</p>	<ul style="list-style-type: none"> Make use of school grounds to investigate area and perimeter in maths Develop problem solving and team building through loose parts activities