



Lawhead Primary School

Learning Overview



Term 4: April - July 2026

Class: P7

Topic/Cross Cutting Theme:

- Trips to Madras High School to get a feel for secondary school.
- Hands-on art experiences with visiting artists.
- Opportunities to display artwork at school for everyone to see.

Madras Project:

- Focus on 'The Wrong Shoes' by Tom Percival.
- Revising and practising recounts and information reports in writing.
- Answer comprehension questions, read aloud, and present work in assemblies.
- Yearbook project: students create a digital yearbook using text, images, and layout skills.

Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:

- Focus on teamwork, problem-solving, innovation, and creativity.
- P7s set personal goals and track progress using self-evaluation tools.
- Use My World of Work to explore careers and develop work-related skills.
- Shoe Design Challenge:
 - Design a shoe inspired by *The Wrong Shoes* story.
 - Work in teams to solve problems and create prototypes.
 - Test materials for comfort, flexibility, grip, and durability.
 - Plan costs, budgeting, and make adverts.
 - Explore related careers in design, engineering, retail, and marketing

Literacy: Writing

- Storytelling and playscript writing:
 - Create believable characters and exciting settings.
 - Structure stories and plays with a clear beginning, middle, and end.
 - Write dialogue that shows characters' personality and emotions.
 - Revise work and perform for an audience, including assembly presentations.
- Write **expositions** to explain ideas and support opinions.
- Learn to organise information clearly with headings and subheadings.
- Write information reports with introduction, main points, and conclusion.
- Write recounts to describe events, experiences, or school trips in order.
- Madras Project: practise recounts and information reports using *The Wrong Shoes*.
- Present written work in leavers assembly.

Literacy: Reading

- Read *The Wrong Shoes* and other stories, both independently and in pairs.
- Answer questions to understand the story and share opinions.
- Learn to summarise and draw conclusions from texts
- Perform and present confidently in the leaver's assembly.



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Literacy: Writing - Tools for Writing		Literacy: Listening and Talking	
<p>Spelling/Phonics:</p> <ul style="list-style-type: none"> Practice high-frequency words and word families (e.g., walk-walking-walked). Learn spelling strategies like breaking words into syllables and using visualisation. Check spelling using dictionaries or word tools. 		<ul style="list-style-type: none"> Present projects, stories, or plays to the class. Work in pairs or groups to discuss ideas and respond to others. Practice listening carefully and speaking clearly for different audiences. 	
<p>Handwriting:</p> <ul style="list-style-type: none"> Keep letters neat and consistently sized. Leave correct spacing between words. Use joined or cursive writing where appropriate. information here: Handwriting 			
<p>Grammar:</p> <ul style="list-style-type: none"> Identify sentence types: statements, questions, and exclamations. Recognise nouns, verbs, adjectives, and adverbs. Construct sentences with correct subject-verb agreement. Explore simple, compound, and complex sentence structures. 			
<p>Punctuation:</p> <ul style="list-style-type: none"> Use full stops, question marks, and exclamation marks correctly. Use commas in lists and after introductory phrases. Use speech/quotation marks for dialogue. Capitalise names, places, and the start of sentences. 			
Modern Languages: French		British Sign Language	
<ul style="list-style-type: none"> Organise information using headings and clear structure Present facts clearly using accurate language. Use visuals and reliable sources to support ideas Adapt and improve work for audience and purpose Understand a range of simple texts and topics Express opinions about what is read Take part in simple conversations and role-plays Ask, answer, and respond to basic questions Manage conversations using simple phrases (start, end, clarify). 		<ul style="list-style-type: none"> Describing People: hair, height, facial features, clothing, and personality traits. Occupations: identify jobs, describe what people do, and discuss future careers. Use accurate handshapes, movements, facial expressions, and non-verbal signs. Ask and answer questions respectfully in signed conversations. 	
Numeracy: Mental Math's		Number, Money and Measure	
<ul style="list-style-type: none"> See the P7 mental math's planner on the Lawhead Primary School Website: P7 Mental Maths Progression Focus on developing fluency in times tables. 		<p>We will be consolidating our learning to further support our understanding of key number skills in these areas:</p> <p><u>Percentages</u></p> <ul style="list-style-type: none"> Calculate percentages of amounts (including money) Solve real-life percentage problems (e.g., discounts, totals) 	



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	<p>Fractions</p> <ul style="list-style-type: none"> Understand and find equivalent fractions Simplify fractions to their lowest form Use knowledge of multiples of factors when working with fractions. <p>Decimals</p> <ul style="list-style-type: none"> Carry out calculations using decimals. Round numbers to a given number of decimal places. Understand how decimals link to fractions and percentages.
Shape, Position and Movement	Information Handling
<ul style="list-style-type: none"> Measure, draw, and estimate angles. Explore symmetry and create symmetrical patterns. Recognise and make tessellating patterns using shapes. 	<ul style="list-style-type: none"> Analyse information from charts, tables, graphs, and surveys. Identify patterns, trends, and key points. Evaluate whether data is reliable before drawing conclusions
Health and Wellbeing:	
Physical Education, Physical Activity and Sport:	<ul style="list-style-type: none"> Athletics: running, jumping, throwing. Striking & Fielding: aiming, striking, and fielding. Develop teamwork, strategy, and decision-making skills. Reflect on performance and improve skills.
Mental and Emotional Wellbeing:	<ul style="list-style-type: none"> Activities to build empathy and understanding others' feelings. Learn to recognise and discuss emotions through physical and creative experiences.
Social Wellbeing:	<ul style="list-style-type: none"> Understand inclusion, fairness, and respect. Learn about stereotypes and challenge assumptions. Understand children's rights and how small actions make a significant difference.
Physical Wellbeing:	<ul style="list-style-type: none"> RHSP lessons: growing bodies, menstruation, contraception, and safe practices. More information on this can be found here: Progression 2. Learn about hygiene and safe food preparation.
Planning for Choices and Changes:	<ul style="list-style-type: none"> Reflect on experiences to prepare for the next stage of learning. Record personal strengths, interests, and skills.
Food and Health:	<ul style="list-style-type: none"> Safe handling and preparation of food. Awareness of allergies, cross-contamination, and storage rules.
Substance Misuse:	<ul style="list-style-type: none"> Not currently covered in this term's plan.
Cyber Resilience and Internet Safety:	<ul style="list-style-type: none"> Learn safe and responsible online behaviour. Understand how to report online concerns.



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Other Curricular Areas:	
Social Subjects	<ul style="list-style-type: none"> • Understanding empathy and seeing things from other people's perspectives • People have different experiences in life • "Walking in someone else's shoes" helps us understand others • Being empathetic encourages kindness, fairness, and better relationships • Everyone should feel included and belong • Exclusion can happen through assumptions or stereotypes • First impressions can be misleading • Questioning stereotypes helps create fairness • All children have rights and should be treated fairly • Small actions can promote inclusion and positive citizenship
Science	<ul style="list-style-type: none"> • Senses and perception: how different shoes/surfaces affect walking and balance • Human responses: how discomfort or new experiences affect feelings and reactions • Materials: how shoe materials (soft, hard, flexible) affect comfort and movement • Forces and movement: how shoes affect walking, balance, and weight • Body and emotions: how physical experiences can link to feelings and empathy
Technologies	<p>Digital Literacy:</p> <ul style="list-style-type: none"> • Collaborate with peers to gather, share, and edit content respectfully • Communicate effectively and responsibly when working digitally with others • Use copyright-safe images and understand digital ownership when presenting work • Explore themes from <i>The Wrong Shoes</i>, such as kindness, inclusion, and the impact of social judgement in both real and online spaces • Reflect on safe and respectful online behaviour, linking to how characters are treated in the story. <p>Computing Science:</p> <ul style="list-style-type: none"> • Combine multiple digital skills to design and produce a yearbook using text, images, and layout tools • Plan, structure, and organise content based on themes, characters, and key events from <i>The Wrong Shoes</i> • Use digital tools to edit, format, and present information clearly and effectively • Manage and organise digital files and resources to create a finished collaborative product. <p>Food and Textiles:</p> <ul style="list-style-type: none"> • Safe and hygienic food preparation. <p>Technological Developments in Society and Business:</p> <ul style="list-style-type: none"> • Linked to STEM, careers, and project work like the Shoe Design Challenge. <p>Craft, Design, Engineering and Graphics:</p> <ul style="list-style-type: none"> • 3D art projects using clay, wire, cardboard, and recycled materials. • Shoe Design Challenge: planning, prototyping, and testing materials. • Explore form, texture, and spatial awareness.
Expressive Arts	<p>Art and Design:</p> <ul style="list-style-type: none"> • 2D and 3D projects using a variety of materials. • Experiment with texture, colour, and form. • Reflect on and improve work based on feedback. <p>Music</p> <ul style="list-style-type: none"> • Compose original melodies and rhythms. • Perform on tuned instruments or sing in groups. • Listen critically and improve musical ideas.



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	<p>Drama:</p> <ul style="list-style-type: none">• Perform scripts using voice, movement, and props.• Rehearse and refine performances for assemblies.• Work collaboratively and reflect on strengths and improvements.
	<p>Dance: Possible dance performance for the leavers' assembly.</p>
Religious and Moral Education:	<ul style="list-style-type: none">• Explore values like honesty, respect, and compassion.• Understand how beliefs affect behaviour and decisions.• Show respect for other people's beliefs and perspectives.
Outdoor Learning and Learning for Sustainability Opportunities:	<p>P7 will take part in a Conservation (Nature) project through engagement with the John Muir Award, developing an understanding of the natural environment and the importance of protecting it. Through a range of outdoor learning experiences, pupils will discover, explore, conserve, and share their learning about a local wild place.</p>