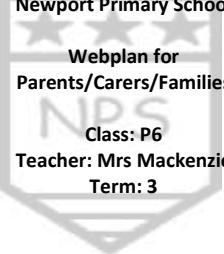


| Health and Wellbeing   | Expressive Arts  | Religious and Moral Education   | Modern Languages (French)  |
|--|--|---|--|
| <b>In Health and Wellbeing, we intend to ...</b> <ul style="list-style-type: none"> <li>Demonstrate how to keep ourselves and others safe and how to respond in a range of emergency situations.</li> <li>Learn to assess and manage risk, to protect ourselves and others, and to reduce the potential for harm when possible.</li> <li>Develop our dancing skills.</li> <li>Build our fitness and stamina through the use of circuits.</li> <li>learn about the effect that tobacco can have on the human body</li> <li>identify the risks associated with smoking</li> <li>explore how popular culture, the media and peer groups can influence decisions</li> <li>use Fife's Smoke Factor resource to deliver the above learning</li> </ul>  | <b>In Expressive Arts we intend to ...</b> <ul style="list-style-type: none"> <li>Use a variety of materials to create an image of a natural disaster.</li> <li>Study, discuss and take inspiration from the work of the famous artist Katsushika Hokusai.</li> <li>Respond to the experience of drama by discussing thoughts and feelings and give and accept constructive criticism on own and other's work based on natural disasters.</li> <li>Use music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.</li> <li>Explore music from other cultures</li> <li>Learn traditional Scottish songs and poems</li> <li>Using black pen to create images of famous Scots.</li> </ul>  | <b>In RME we intend to</b> <ul style="list-style-type: none"> <li>learn about the values and beliefs of Christians through exploring stories from the Bible</li> <li>learn about world religions through the context of 'Principles and Rules'. We will explore the moral values which underpin each of the main world religions.</li> <li>learn about the Last Supper and the betrayal of Jesus in the Easter Story</li> </ul>   | <b>In Modern Languages we intend to ...</b> <ul style="list-style-type: none"> <li>Consolidate our French vocabulary with clothes, food and numbers</li> <li>Extend our numbers to 100</li> <li>Compare festivals and traditions in Scotland and France.</li> <li>Learn some contemporary French songs.</li> </ul> |
| <b>○ Numeracy and Mathematics</b> <ul style="list-style-type: none"> <li>In Numeracy and Mathematics, we intend to...</li> <li>continue to use a range of mental and written strategies to solve multi-step problems, that involve a combination of addition, subtraction, multiplication and division with whole numbers and decimals ensuring the correct order of operations.</li> <li>consolidate our understanding of algebra</li> <li>work within a budget to travel around Europe.</li> <li>recognise patterns within symmetrical shapes</li> <li>develop our understanding of angles more accurately.</li> <li>use negative numbers within a context</li> <li>display data in a clear way using a suitable scale</li> <li>discuss the similarities and differences between regular and irregular polygons</li> <li>explore the properties of quadrilaterals</li> </ul> |  <p><b>Newport Primary School</b><br/>Webplan for<br/>Parents/Carers/Families<br/>NPS<br/>Class: P6<br/>Teacher: Mrs Mackenzie<br/>Term: 3</p>   | <b>Literacy and English</b> <p>In Literacy and English, we intend to ...</p> <ul style="list-style-type: none"> <li>Through my own topic research, take and organise notes independently.</li> <li>Make notes, organise them and make suitable headings to form a report.</li> <li>Use notes to develop my thinking on a topic.</li> <li>Listen or watch and identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</li> <li>Show an understanding of a text by asking and responding to literal, inferential and evaluative questions.</li> <li>Develop an awareness of fact and opinion and how others can influence my opinion.</li> <li>Make relevant comments about a chosen subject.</li> <li>Gain confidence when explaining preferences for certain texts and authors.</li> <li>Develop an understanding of tenses, commas and singular/plural.</li> <li>Develop our functional writing skills</li> </ul> |  |
| <b>Science</b> <p><b>In Science we intend to ...</b></p> <ul style="list-style-type: none"> <li>Conduct experiments to establish how thunderstorms, volcanoes and tornadoes are formed. Write up our findings in the correct scientific format.</li> <li>Design own experiment to show how a natural disaster occurs and present findings to the class.</li> <li>Develop an understanding of the solar system and planet Earth</li> </ul>  | <b>Social Subjects</b> <p><b>In Social Subjects we intend to ...</b></p> <ul style="list-style-type: none"> <li>extend our mental map and sense of place using different types of maps.</li> <li>consider the advantages and disadvantages of different forms of transport and their impact on the environment.</li> <li>compare our lifestyle with citizens of another country</li> <li>watch media clips and read news reports on natural disasters, take notes and write our own news report.</li> <li>Use books and the internet independently to research natural disasters and Europe</li> <li>Identify areas of volcanic/earthquake activity on a European map.</li> <li>Describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</li> <li>Understand the impact that humans have on their environment.</li> <li>Understand the relevance of significant Scots/Europeans and the impact that they had on society.</li> <li>Explore my local area and Scotland, and present information on different places to live, work and relax and interesting places to visit.</li> </ul> | <b>Technologies</b> <p><b>In Technologies we intend to</b></p> <ul style="list-style-type: none"> <li>Design a concept for a screen game</li> <li>Use internet search facilities to access and retrieve information to help me write a report.</li> <li>Work in a group to create 3D sketches of earthquake proof structures.</li> <li>Use our group sketches to construct models of earthquake proof buildings using a variety of materials.</li> <li>Make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.</li> <li>develop our block coding skills through using Scratch – using repeated instructions and loop blocks, learning about parallel programming and using Boolean logic to create variables</li> <li>learn about the terms HTML and CSS in coding</li> <li>begin to write, and save code using Trinket</li> </ul>  | <b>Other relevant class information:</b> <ul style="list-style-type: none"> <li>We will be preparing to take part in the Euro Quiz and competing against other schools in Fife.</li> </ul>   |