**P5/6 Overview of learning**

**Session 2021/22**

**Term 1/2**

**These are some of the things we are focusing on this term.**

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| **Curricular area** | **Teaching focus** |
| **Literacy and English**  Image result for learning clip art | Independent **Reading** - Oxford Reading Tree, Infact books and novels  **Reading** for understanding - Comprehension skills and Book Detectives  **Reading** for Enjoyment - Library books    **Spelling** – understanding spelling rules and using these in our spelling. Using a dictionary to check spelling of tricky words.  **Writing** – focusing on adjectives, tenses and powerful verbs.  Imaginative, recounts and report writing.  Using “The Great Kapok Tree” as a book study.  **Grammar**  **Handwriting** – cursive practise  **Comprehension** – reading for understanding |
| **Numeracy and maths**  Image result for math clip art | * Place value, times tables, addition and subtraction, problem solving * Angles, compass work and co-ordinates * 2D and 3D shape   Mental Maths: working on our timetables |
| **Health and wellbeing**  Image result for health clip art | * Team Games * Emotional and social wellbeing - exploring feelings and friendships * Food and the Consumer |
| **Other curricular areas**  C:\Users\kateb\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\51C16761.tmp | * Topic - Tropical Rain Forest and Sustainability |
| * ICT – individual Sway, keyboard skills |
| * French / Spanish |
| * RME: Beliefs / Values and Christmas |
| * Drama – topic related * Art – topic related * Music – singing in a range of styles; topic related |

Here are some of the ways you can help

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| **At home** | **With us in school** | **Out and about** |
| Helping with homework by orally testing pupils on spelling words and times tables, and listening to their reading aloud. | You are welcome to share knowledge and skills on our topic. | Identify 3D shapes in the environment, use money and look at directions on a map when travelling. |
| Get your child involved with the recycling at home. |  | Look at food packaging labels and discuss how the product may have got to Scotland. |
| Look at maps, programmes and books dealing with current environmental affairs. | Helping out or run an after-school club (when allowed). | Visit local museums and exhibitions. |