



- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions

<h2 style="color: red;">Literacy and English</h2>	<h2 style="color: blue;">Numeracy and Maths</h2>
<p><u>Reading</u></p> <ul style="list-style-type: none"> • Gain confidence using a variety of reading strategies to decode, read and understand unfamiliar texts and vocabulary • Gain confidence responding to a wide range of higher order thinking questions (particularly Evaluating questions) • Read fluently with expression showing awareness of punctuation and print conventions <p><u>Writing (& Grammar)</u></p> <ul style="list-style-type: none"> • Continue to develop effective strategies for spelling commonly used and tricky words • Continue to develop confidence using a dictionary to support spelling and thesaurus to uplevel vocabulary • Continue to develop confidence using a wider range of punctuation correctly (apostrophes for contractions and to indicate possession, commas in lists and to add meaning, brackets and dashes to add extra information in written texts, speech marks with dialogue) • Continue to develop confidence organising ideas for writing into paragraphs • Explore different genres of fiction (warning tale, wishing tale) to write stories with a clear structure i.e. beginning, middle and end. • Continue to build a rich ambitious vocabulary and use figurative language and sophisticated adverbs/adjectives to create vivid pictures of settings and characters • Continue to improve editing skills to assess and improve own writing <p><u>Talking & Listening</u></p> <ul style="list-style-type: none"> • Learn and recite chosen Burns poem to an audience • Respond confidently to a wide range of higher order questions justifying ideas and opinions 	<p><u>Fractions/Percentages/Decimal Fractions:</u></p> <ul style="list-style-type: none"> • Compare unit and non-unit fractions • Identify equivalent fractions by simplifying/multiplying by a common factor • Calculate fractions of whole numbers • Recognise simple fraction and decimal equivalents • Convert tenths and hundredths to decimal notation • Convert decimal fractions to fractions and vice versa • Understand the link between hundredths and percentages • Identify percentage as a fraction with the denominator 100 • Calculate decimal and percentage equivalents of common fractions • Use mental and written methods to find percentages of quantities • Calculate percentages of quantities (75%, 50%, 25%, 10%, 1%) <p><u>TIME: (Carried over from Term 2)</u></p> <ul style="list-style-type: none"> • Read, write and tell time using 12/24 hour clock and using appropriate notation/vocabulary for analogue/digital time • Convert time in fractions of an hour to minutes • Calculate time durations in hours and minutes, bridging more than one hour and counting on/back • Measure and calculate time in seconds and minutes • Calculate start/finish times by counting on/back • Use, interpret and create electronic and paper-based 12/24 hour timetables to plan events and activities <p><u>Bearings</u></p> <ul style="list-style-type: none"> • Understand the link between the 8 compass points and angles to describe, follow and record directions • Interpret maps
<h2 style="color: purple;">Expressive Arts</h2>	<h2 style="color: green;">Health and Wellbeing</h2>



<p>Music:</p> <ul style="list-style-type: none"> • Develop awareness of musical styles • Explore sound, pitch, melody, rhythm, dynamics and timbre <p>Art:</p> <ul style="list-style-type: none"> • Continue to develop and improve line drawing skills and show increasing accuracy in observational work • Continue to explore and discuss tone, temperature and texture and understand how this relates to mood/emotion in a painting • Explore colour theory • Name tertiary colours • Explore mixing primary and secondary colours to create tertiary colours • Explore and evaluate different artist's styles (Pop Art, Hilda Klint) 	<p>PE: <i>Gymnastics</i></p> <p>PSE: Dolphin House Residential trip 🌊</p> <ul style="list-style-type: none"> • Growth Mindset - Continue to explore learning styles, strengths and areas for development - build resilience with a 'can-do' attitude/positive mindset to learning • Continue to take ownership of learning, making 'wise choices' to ensure progress understanding the negative impact of unhelpful influences/lack of motivation on learning • Give and accept constructive feedback on learning • Explore and identify areas of strength and development within themselves • Set and evaluate SMART targets • Explore and develop coping strategies to help them build resilience and deal with negative thoughts • Continue to build awareness of 'Meta-Skills' (skills for life and learning) and develop confidence using vocabulary to discuss and evaluate these skills
<h2 style="color: blue;">Science</h2>	<h2 style="color: magenta;">French</h2>
<ul style="list-style-type: none"> • Explore the properties of light through a variety of practical experiments • Investigate and identify properties of solids, liquids and gases • Investigate and explain chemical reactions and reversible change using scientific vocabulary <p style="text-align: center; color: blue;">*BRITISH SCIENCE WEEK - MARCH 2024*</p>	<ul style="list-style-type: none"> • Continue to learn French vocabulary for classroom objects and commands • Further develop basic conversation skills, adding French vocabulary for family and background (e.g where we live, our age etc) • Explore French vocabulary for food and drink • Explore French vocabulary for discussing 'my town' <h2 style="text-align: center; color: blue;">Religious and Moral Education</h2> <ul style="list-style-type: none"> • Investigate the poor of today's world and explore ways to respond to their need with justice, compassion and care • Identify and explore the Holy Land in the time of Jesus • Investigate life in the time of Jesus • Explore and understand the history of Judaism • Explore and understand Lenten traditions of fasting and alms-giving
<h2 style="color: orange;">Social Studies</h2>	<h2 style="color: cyan;">Technology</h2>
<p style="text-align: center; color: red;">***EURO QUIZ***</p> <ul style="list-style-type: none"> • children will explore and build their knowledge of the geography of Europe and the European Union as they prepare to participate in 'Euro Quiz'. One class team of 	<ul style="list-style-type: none"> • Explore, understand and follow algorithms • Explore, analyse and predict the outcome of algorithms • Develop understanding of programming vocabulary • Explore and describe sustainability in my school and local community • Explore and understand the impact of lifestyle on the achievement of Global Goals in the wider world • Justify my own lifestyle choices and the impact these have on the environment



St. Ninian's Primary Curriculum Overview

Term 3 - Primary 6

4 members plus 1 reserve will be selected to represent the class/school at the South Ayrshire Euro Quiz Heats at Ayr Town Hall in March with the hope of qualifying for the national final at Holyrood in Edinburgh!

- Compare similarities and differences between the lifestyle and culture of citizens of another country with those of Scotland
- Research and present information on the lifestyle and culture of another country (group presentation project)
- Identify features of different maps (physical, political and ordnance survey maps) and use these for a variety of purposes
- Interpret basic information from a range of different maps
- Understand and interpret lines of latitude and longitude, map symbols, direction etc
- Continue to develop a deep understanding of 'rights'.
- Participate in decision-making in class and the wider school community.