



- **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

<p style="text-align: center;"><b>Literacy and English - We are learning to:</b></p>	<p style="text-align: center;"><b>Numeracy and Maths - We are learning to:</b></p>
<p><u>Reading</u> -</p> <ul style="list-style-type: none"> <li>• Segment and blend words</li> <li>• Explore and use contextual clues to make sense of texts</li> <li>• Respond to literal and inferential questions about a reading text</li> <li>• Read fluently with appropriate expression</li> <li>• Identify and discuss the main ideas in texts using supporting details</li> <li>• Explore and identify author's purpose</li> </ul> <p><u>Writing (&amp; Grammar)</u></p> <ul style="list-style-type: none"> <li>• Further develop awareness of phonemes (sounds) and graphemes (sounds in print), identifying spelling rules/letter patterns to spell with increasing confidence</li> <li>• Use basic sentence punctuation consistently throughout a text</li> <li>• Use apostrophes with contractions</li> <li>• Use plurals correctly in writing</li> <li>• Identify features of different story types (e.g. Defeating the Monster) and write own stories with a clear beginning, middle and ending</li> <li>• Organise writing into paragraphs</li> </ul>	<p><u>Place value:</u></p> <ul style="list-style-type: none"> <li>• Use maths manipulatives to explore, understand and explain the link between a digit, its place, and its value in numbers to 4 digits and beyond</li> <li>• Read, write and record numbers to 4 digits and beyond</li> <li>• Order and sequence whole numbers to 1,000 and beyond</li> <li>• Count on or back in 1s, 10s, 100s, 1,000s</li> </ul> <p><u>Rounding &amp; Estimating:</u></p> <ul style="list-style-type: none"> <li>• Round numbers to 1,000 and beyond to the nearest 10, 100, 1,000, 10, 000</li> <li>• Estimate and identify where different numbers lie on a number line</li> <li>• Use estimation in addition and subtraction to find approximate answers</li> </ul> <p><u>Addition &amp; Subtraction:</u></p> <ul style="list-style-type: none"> <li>• Explore and use a range of mental strategies for addition and subtraction</li> <li>• Use CPA approach (Concrete, Pictorial, Abstract) to 'prove' solutions and show reasoning when solving problems</li> </ul> <p><u>Multiplication &amp; Division:</u></p>



# St. Ninian's Primary Curriculum Overview Term 1 Primary 4/5

<ul style="list-style-type: none"> <li>• Develop awareness of figurative language (similes, metaphors, personification, onomatopaeia and alliteration)</li> <li>• Use adverbs/adjectives to create vivid pictures of settings and characters</li> <li>• Check and edit our own work to improve writing</li> </ul> <p><b>Talking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Develop and improve our listening skills to follow more complex instructions</li> <li>• Plan and deliver an organised presentation/class talk - 'What's important to me' and 'My inspirational role model'</li> <li>• Give and accept constructive feedback on presentations</li> <li>• Participate actively in group and whole class discussions; contributing our ideas/opinions and respecting the contribution of others, using this to build and shape our thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop accurate, speedy recall of multiplication facts for 2, 4, 5, 8, 10 times tables</li> <li>• Explore and understand the inverse relationship between multiplication and division</li> </ul> <p><b>Negative Numbers:</b></p> <ul style="list-style-type: none"> <li>• Order numbers less than zero</li> <li>• Add negative and positive numbers to an empty number line</li> </ul> <p><i>We will participate in Maths Week Scotland 2024</i></p>
<p style="text-align: center;"><b>Expressive Arts</b> We are learning to:</p>	<p style="text-align: center;"><b>Health and Wellbeing</b> We are learning to:</p>
<ul style="list-style-type: none"> <li>• Describe the 'mood' of a piece of music</li> <li>• Explore and use music to express emotion</li> <li>• Identify beat and rhythm</li> <li>• Work collaboratively to create music using tuned and untuned percussion</li> <li>• Develop increasing control and accuracy in line drawings</li> <li>• Provide feedback on my own and others' work</li> </ul>	<p><b>PE:</b></p> <p><b>PSE:</b></p> <ul style="list-style-type: none"> <li>• Recognise and discuss a wide range of emotions using a variety of emotion words</li> <li>• Understand our emotions can affect our behaviour</li> <li>• Explore and identify coping strategies to manage our feelings and mental well-being in positive ways</li> </ul>



<ul style="list-style-type: none"><li>• Explore the colour wheel, identifying Primary, Secondary and Tertiary colours</li><li>• Explore and discuss the mood of a painting by exploring the artist's choice of colour</li></ul>	<ul style="list-style-type: none"><li>• Identify different factors which affect our emotions and behaviour</li><li>• Identify factors that contribute to good/poor mental well-being</li><li>• Show empathy and respect towards others</li><li>• Explore, respect and value 'difference'</li><li>• Continue to develop our understanding of Children's Rights to allow us to use our rights appropriately and show consideration and respect for the rights of ourselves and others</li><li>• Reflect on and celebrate our own and other's achievements</li><li>• Identify strengths and areas for improvement</li><li>• Take ownership of learning to identify learning personal targets and plan how we will achieve these goals</li><li>• Listen to and act on constructive feedback in a positive way to improve learning and achieve goals</li><li>• Explore and maintain a growth mindset, recognising and valuing challenge as a positive sign of learning and development!</li></ul>
<p style="text-align: center;"><b>Science</b> We are learning to:</p>	<p style="text-align: center;"><b>French</b> We are learning to:</p>
<ul style="list-style-type: none"><li>• Explore states of matter</li><li>• Plan and carry-out a simple chemical reaction experiment and identify when a new substance is produced.</li></ul>	<ul style="list-style-type: none"><li>• Hold simple conversations greeting/introducing ourselves</li><li>• Name/talk about our families</li><li>• Talk about where we live</li><li>• Name/talk about pets and animals</li><li>• Revise French numbers to 31</li></ul>



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<ul style="list-style-type: none"> <li>Plan and carry out an experiment to see if there is any association between shape and the ability of an object to float.</li> <li>Explore friction as a force and investigate its impact on moving objects.</li> </ul>	<ul style="list-style-type: none"> <li>Learn days of the week and months of the year</li> </ul> <p style="text-align: center;"><b>Religious and Moral Education</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Participate in school masses, recognising the importance of collective and personal prayer</li> <li>Celebrate October as a special month for Mary</li> <li>Research the lives of some Saints to understand how we can be inspired to witness our faith in our everyday lives and interactions with others</li> <li>Explore symbols of Advent and Christmas</li> <li>Participate in Advent prayers to prepare for Christmas</li> </ul>
<p style="text-align: center;"><b>Social Studies</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Place events from specific periods of history on a timeline.</li> <li>Sequence events within periods of history.</li> <li>Explain why people and events were important and how they have influenced lives and society today.</li> <li>Continue to develop a deep understanding of 'rights'.</li> <li>Participate in decision-making in class and the wider school community.</li> <li>Explore global goals and 'citizenship'</li> </ul>	<p style="text-align: center;"><b>Technology</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Recognise characteristics of groups of materials such as wood, plastic, and metal.</li> <li>Select suitable materials to use in a task.</li> <li>Discuss the uses of materials.</li> <li>Use digital technologies to search, access and retrieve information</li> <li>Compose emails using correct layout</li> <li>Use the forward function to share information with others via email</li> <li>Use emails respectfully and responsibly.</li> <li>Create and use folders to organise and store emails</li> </ul>



	<ul style="list-style-type: none"><li>• Use search facilities to find emails</li><li>• Organise work in digital folders in our class Teams folder and name/rename files appropriately</li></ul>
	<p style="text-align: center;"><b>OUTDOOR LEARNING</b> We are learning to:</p> <ul style="list-style-type: none"><li>• Develop/improve observational skills</li><li>• Identify play-ground trees by leaf shape</li><li>• Explore and use a variety of loose parts and equipment for different purposes</li><li>• Explore and build bridges using a variety of equipment</li></ul>