St. Ninian's Primary Class Overview Term 1 Primary 7

- 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

Literacy and English

Reading

Reading will be taught through a Class novel study. Pupils will read 'War Horse' by Michael Morpurgo, which powerfully introduces pupils to the harsh realities of WW1 and trench warfare (**Article 38:** the right to freedom & protection from war). Pupils will:

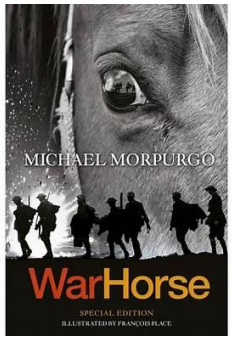
- Look for relevant details by skimming and scanning
- Identify and discuss the writer's style; use of language and the effect this has upon the reader
- Identify the purpose and main ideas of the text
- Distinguish between literal and inferential questions
- Include a quotation from the text when responding to questions.

Talking and Listening

- plan and deliver a talk with appropriate detail and length.
- talk clearly, audibly and understand how to engage the audience
- actively participate and engage in group/whole class discussions.

Writing

Through the **WW1 topic**, pupils will develop their literacy skills such as note taking, reading for a purpose, re-organising, summarising and presenting relevant information.



Talk for Writing techniques will be used to further develop pupils' understanding of a range of text types (both fiction and non-fiction). Pupils will be encouraged to:

- confidently check and edit their work
- use a wider range of more sophisticated sentence punctuation, varied openers and a wider range of conjunctions to join more complex sentences
- create and develop in detail the setting by using figures of speech and varied word choice.
- develop the setting throughout the course of a narrative.

Numeracy and Maths

This term, pupils will focus on using different strategies to **add, subtract, multiply and divide**. All children will be encouraged to develop **fluency** in mental processes through a sound knowledge of key number facts.

Pupils will be encouraged to show and talk through their thinking to better understand and **explain** their own strategies; regularly working in pairs and groups to learn with and from each other to refine their strategies; **justify** their choice of strategy, identifying the most **efficient strategies** for different types of task.

Place Value

- Pupils will consolidate their knowledge of **place value** and deepen their understanding of how **decimal fractions** are constructed, explaining the link between a digit, its place and its value.

Rounding

- Round whole numbers and decimal fractions up to one, two and *three* decimal places.

Add/Subtract

- Add and subtract whole numbers and decimals fractions up to 2 decimals places.
- Use knowledge of inverse operations in problem solving.
- Solve multi-step addition and subtraction problems involving the four operations in different contexts.

Multiplication/Division

- Find the most efficient strategy to solve multiplication and division problems.
- Know how to multiply and divide any number by 10, 100 and 1000
- Solve multi-step multiplication and division problems involving a range of numbers.

Multiples, factors and Primes

- Identify multiples of whole numbers and factors of all tables.
- Use factors in multiplication and division problems.

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Expressive Arts

Art & Design

In art pupils will:



- Use a variety of media to create a poppy field scene
- Create a soldier silhouette collage
- Illustrate a scene from a poem they have read.
- Explore WW1 artwork and look at artists' use of tone and colour to create mood/atmosphere.
- Use a variety of media to create a large piece of artwork showing what they imagine the skyline of Clydebank looked like during the Blitz.

Drama

Drama will be used across all areas of the curriculum to engage pupils and deepen their understanding. For instance, role play, hot seating and freeze frames will be used in literacy to explore the main themes of the class novel study ('War Horse' by Michael Morpurgo).

Pupils will:

- construct evaluative comments specific to drama skills.
- use appropriate vocabulary in a role to communicate feelings of characters in a role.
- use drama techniques; Role on the wall/thought tracking/Flashbacks and forwards to create atmosphere.
- work collaboratively to devise and present scripted and unscripted pieces that maintain the attention of an audience
- reflect on and evaluate their own presentations and those of others

Music

Listen to a range of music that was popular during the war and discuss the lyrics and melody and how it would make people feel at the time. They will sing along to some popular songs from the period e.g. 'It's a long way to Tipperary' (WW1) and Dame Vera Lynn's 'we'll Meet Again' (WW2).

Learn, practise and perform Christmas songs to different audiences both in school and the wider community ('Prestmas', school Christmas Fair, Cluster Carol Concert and school Christmas performance).

Health and Wellbeing

The Class Charter will be created by pupils and will focus on positive relationships within the class, which includes showing respect for themselves and others.

All to be encourage to support the learning and confidence of others. Pupils will be encouraged to learn from their mistakes and have a 'can do' **growth mindset**. All to recognise the need to challenge themselves and work outside of their comfort zone to maximise progress.

Constructive **feedback** provided by peers regularly to support learning (Austin's Butterfly film clip to be used to demonstrate the positive impact feedback can have). Pupils encouraged to provide feedback to each other.

The children will be learning about digital footprints and **internet safety**.

In preparation for their transition to secondary, pupils will begin to study the principles of **Positive Psychology**, which includes lessons on the following topic areas: Happiness, Optimistic Thinking, Resilience, Self-Esteem, Discovering my Strengths, Gratitude & Mindfulness.

Transition visits to QMA will continue take place throughout the term, including a Christmas Ceilidh.

Pupils will also learn about **substance misuse and abuse**. They will begin to understand the effect that a range of substances including tobacco and alcohol can have on the body.

PE:

- Target Games = developing pupils throwing, focus/ concentration, Decision Making and Responsibility.
- Net/ Wall games (volleyball) = developing pupils, Striking Skills, Decision Making Skills, Respect & Tolerance, Communication.

Primary 7 pupils will complete the **Junior Coaching Academy Programme** to develop their leadership skills.

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Religious and Moral Education

Pupils will:

- Take part in daily prayers to enhance their relationship with God.
- Participate in St Ninian's Day Mass at St Quivox
- Explore the life of our patron saint
- Continue their Pope Francis Faith Award (PFFA) journey – explore gifts and fruits of the Holy Spirit.
- Develop confidence reading and using scripture references
- Explore the Gospel of Luke and Jesus' use of Parables e.g. the Good Samaritan. (Luke 10:25-37)
- Deepen their knowledge of the creation story.
- Develop an understanding of God's precious gift of life.
- Understand the role of Jesus as a teacher and a healer and reflected on how His words and actions influence their lives and the lives of others.
- Participate in the rosary during October as the Month of Mary and the Holy Rosary
- Show their respect at Prestwick Cross on Remembrance Day
- Create a class book of Remembrance.

French

Pupils will:

- Revise simple, day-to-day greetings
- Revise numbers within 100
- Revise sharing personal information
- Repeating simple stories, songs and rhymes in French.
- Take part in daily routines such as: Register; date; weather; saying Good Morning.
- ask and answer questions in French (extended conversation).
- can participate in a simple French game and use French as much as possible.
- take part in conversations asking and answering questions giving reasons/opinions e.g. my family, school subjects.

Interdisciplinary Learning

Social studies

Pupils will learn about WW1 and WW2 this term. They will:

- sequence events on a timeline.
- Use both primary and secondary sources of evidence to learn about the past.
- Describe ways in which past events or the actions of individuals or groups have shaped Scottish society.
- Begin to draw conclusions about the impact both wars have had on Scottish Society.
- describe how and why people's diets were different during the First World War
- name the main countries involved in the war
- Research a key battle from the First World War of my choice and can explain its significance
- Compare their life today with that of a child during the First World War

Science (link to Ayr Festival of Flight)

Outdoor Learning

Pupils to develop their observation, problem solving and communication skills via a range of engaging outdoor learning activities, including:



- Identifying non-natural objects within the natural environment.
- study and identify trees within the school grounds.
- Working cooperatively in a team to follow instructions in challenging situation to complete a task; create a shelter for a human or pitch a tent; build a bridge over a given obstacle and create the longest marble run / or Tallest Tower
- select appropriate clothing for outdoor activities and weather (Beach visit).
- travel an extended distance in a given time carrying necessary equipment.

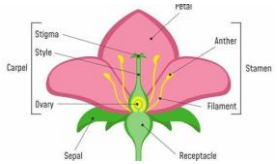
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Pupils will explore the key concepts of Forces. They will be able to:



- *describe and demonstrate* ways in which friction forces, including air resistance, can be reduced or increased.
- *plan a fair test* to show how the degree of friction can be altered e.g. between two surfaces.
- *list* factors that improve the aerodynamics of an object and give examples of designs that use this to improve their performance.
- *make links between* air resistance (drag) the speed of the object being investigated and the surface area of the object exposed to the air (parachutes, feathers, shuttlecocks).

Pupils will also explore the life cycles of plants. They will be able to:



- Describes how pollination occurs.
- Describes how fertilisation occurs.
- Describes how the fertilised ovule develops into a seed and how the ovary ripens to form a fruit.
- Investigates and explains how a seed germinates into a plant using water, oxygen, a food store and warmth.

Technologies

Pupils will:

- Use a search engine to research a First World War related topic of their choice
- Create a PowerPoint presentation to summarise what they have learned about the First World War.
- Use National Archives/ Commonwealth Graves Commission/ Kew Military archives to research and find information about the soldiers listed on Prestwick Cross.
- Help prepare and cook recipes created during the war
- Research bomb shelters, find out how and why they were designed and design their own bomb shelter to meet success criteria
- Use a variety of materials to build a bomb shelter.

Cyber Resilience & Internet Safety

Pupils will:

- Explore the SMART Internet Safety Rules and identify safe online behaviours
- Discuss the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.

Pupils to be encouraged to remain positive and support others throughout a task regardless of outcome.

Technologies cont.

Christmas craft enterprise project:

- Solve potential problems using 'Design, create, evaluate' approach
- Demonstrate awareness of health and safety
- Apply design criteria to produce a product in line with my labelled diagram/written instructions
- Explore and suggest ways to gather valid evidence to assess the quality of my product
- Evaluate my own and others' work against the design specifications/criteria

Computing Science

Pupils will:

- Create sequences of simple code to create simple games in Scratch (Ping Pong/ Catch Games) and demonstrate a range of basic problem-solving skills by building simple programs online (Hour of Code).
- Use BBC micro:bits with increasing confidence to *demonstrate* my ability to follow algorithms that involve *sorting or organising.*
- Justify when a linear sequence of instructions or parallel sequence of instructions might be more appropriate for a given task.
- Independently *modify and debug* a program.
- Suggest how to improve a program.

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• Identify appropriate ways to report concerns. • Take responsibility for creating secure passwords for all their devices. • *Identify strategies* to reduce the impact of cyber bullying • Have the *confidence to speak out* if they see cyber bullying taking place	