![C:\Users\sa07McGarvaL.SAYR.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F3ODNRC9\globewithkids[1].jpg]()**![C:\Users\sa07McGarvaL.SAYR.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8YWE7UG1\maths[1].jpg]()** Class: Primary **4**/5 Term: 2 Session: 2023/2024

 **Interdisciplinary Topic**

During the month of January, we will focus on all things Scottish to celebrate our history and heritage. For homework, we have the opportunity to learn a Scots poem to recite to our peers using our best Scots accent as well as using appropriate expression and actions. In class, we will learn about Robert Burns through reading passages and online sources, we will put this information into a fact file. Later, we will begin our Ancient Egyptian topic identifying significant people to that era, exploring key events and placing them on a timeline. We will look at what life was like for people living in that period and choose an aspect of life from the past to describe and explain any similarities and differences we find. We will look at real life sources of clothing as well as online sources and books to help us.

Additionally, we will study the importance of the River Nile to Egyptian life and also learn some key words and physical features of a river.

 ***UNCRC Article 28 – right to education***

**Numeracy and Mathematics**

We will continue to look at a range of addition and subtraction strategies to help us carry out calculations as well as build our knowledge and confidence in times table recall, looking at the pattern between multiplication and division. We will learn to find key words to help us answer word problems using the correct operation. We will then look at simple fractions to tenths. We will be able to identify key language such as numerator, denominator and equivalent fraction and be able to compare them in practical activities. We will be able to understand the relationship between division and simple fractions and use this knowledge to identify fractions of a number.

Beyond Number - Know that a right angle is 90°; name acute and obtuse angles. Find lines of symmetry of more complex shapes drawn on squared grids, find more than one line of symmetry and identify these within simple shapes. Revise time and read 12hr and 24hr clocks, tell the time to 10 min and 5 min.

 ***Article 28 - right to learn education***

**Expressive Arts**

In music, we will listen and appraise a well-known pop song and learn about its structure whilst learning the lyrics. We will play a variety of games to develop our sense of rhythm and beat to help us play the glockenspiel in time to the music. In Art, continue to develop drawing skills within the context of buildings; experiment, using a variety of media, with the use of line, shape, colour, texture and pattern; introduction to tone. Moving onto painting, we will continue to develop Secondary Colour mixing skills and will focus on tone.

 ***Article 31 – leisure, play and culture***

**St Patrick’s Primary – Curriculum Snapshot**

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![C:\Users\sa07McGarvaL.SAYR.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2AEYM0GR\What-is-Healthy-Living[1].gif]()

**Literacy**

This term we will continue to develop our oral reading skills through texts from our reading programme. We will be encouraged to read with a steady pace, increased fluency and using expression where necessary. We will continue to improve our comprehension skills through our book study text, This Morning I Met a Whale, showing understanding of what we have read and use evidence from the text to support our answers. We will continue through the Single Word Spelling List to learn new spelling rules and their definitions. We will be urged to apply these rules when writing across the curriculum and use these words in quality sentences In writing, we will learn the effective techniques used in poetry to create our own pieces, do some research on bottlenose whales to create an information report and, following a model text, write our own wishing tale story.  ***Article 28 - right to education***

**Religious Education**

This term will we discuss that Jesus celebrated Jewish festivals and the most important one was called ‘Passover’. We will learn what happens during this through readings in Exodus. We will look at the Jewish place of Worship, the Synagogue, some of its features and how it compares to the Catholic Church. We will prepare for Easter and discuss the importance of showing repentance and forgiveness during Lent. Some children will spend time preparing for the Sacrament of Confirmation and the special link between the Holy Spirit and Saints.

 Art***icle 14 – Freedom of thought, belief and religion***

**Health and WellBeing**

In Health and Wellbeing, we will continue to develop our social and emotional wellbeing including how to talk about how we are feeling and the important values needed to maintain positive relationships.

We will also investigate the range of foods available and discuss how they contribute to a healthy diet and their nutrition content. We will experience a sense of enjoyment and achievement when preparing some simple foods and show awareness of the journey food takes from source to consumer.

This term in P.E we will focus on gymnastics skills including rolls, balances and jumps and using them in a sequence, build our arm strength through different exercises and use apparatus such as a springboard, vault and wall bars safely.

 ***Article 24 – right to the best possible health***

**Technologies**

We will continue to explore and experiment with digital technologies and use what we learn to support and enhance our learning in different contexts. Whilst learning about food groups in HWB, we will learn to name and independently demonstrate how to safely use a variety of cooking utensils and equipment, practise different methods used in cooking and use equipment correctly and sensibly being mindful of hygiene.

***Article 13 – respectfully sharing thoughts***

 ***Article 27 – right to nutritious food***

**Science**

We will have opportunities to construct and describe food chains showing relationships between the sun, plants and animals for energy using a flowchart/pyramid. We will be able to explain that food chains begin with energy from the sun and end with animal life. We will learn appropriate vocabulary such as consumer, predator and prey when interpreting and creating food webs.

***Article 28 - right to education***