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| <p><b>Literacy and Languages</b><br/>(Including French)</p>  | <p><b>Reading</b><br/>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Recognise techniques used to influence the reader, for example word choice, emotive language, rhetorical questions and/or repetition.</li> <li>• Explain preferences for particular texts, authors or sources with supporting detail.</li> </ul> <p><b>Writing</b><br/>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Continue to apply my knowledge of learned spelling patterns, rules and strategies to spell most words correctly.</li> <li>• Use paragraphs to separate thoughts and ideas.</li> <li>• Organise writing in a logical way.</li> <li>• Select relevant ideas and information.</li> <li>• Use appropriate vocabulary, including subject specific vocabulary, to suit purpose and audience.</li> </ul> <p><b>Listening and Talking</b><br/>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Contribute relevant ideas and information during the planning, preparation, and delivery of my Genius Hour Presentation and a Burns Supper(P7)</li> <li>• Identify the main ideas of spoken texts, with supporting detail, and use the information gathered for a specific purpose.</li> </ul> <p><b>French</b><br/>Within my level I will consolidate speaking, reading and writing of:</p> <ul style="list-style-type: none"> <li>• Numbers to 100.</li> <li>• Classroom objects.</li> <li>• Vocabulary associated with places, towns, cities etc.</li> </ul> |
| <p><b>Mathematics and Numeracy</b></p>                     | <p><b>Shape, Position and Movement</b><br/>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Identify and describe lines of symmetry in 2D shapes and create and explain symmetrical patterns. I will also complete symmetrical shapes using coordinates and reflect a shape on a square grid.</li> <li>• Understand the term diagonal and investigate the number of diagonals in a range of 2D shapes.</li> <li>• Use mathematical language to describe and classify and range of angles identified in shapes. Understand the terms complementary and supplementary angles.</li> <li>• Have knowledge and understanding of the relationship between diameter and radius.</li> </ul> <p><b>Number, Money and Measure</b><br/>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Convert between units of measure using decimal notation and calculate fractions of measurements.</li> <li>• Calculate perimeter and area of 2D shapes.</li> <li>• Calculate the volume of 3D objects.</li> <li>• Select appropriate strategies to solve problems with money.</li> <li>• Explain the terms debit, credit, profit and loss.</li> <li>• Work with budgets and calculate percentage discounts for sale items.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• Increase my speed of recall of mental calculations based around multiplication, division, addition and subtraction with regular practise.</li> </ul>                                  |

**Health and Wellbeing**  
(including PE)



**H&WB - Building Resilience – Set a Goal**

Within my level I will learn that:

- Setting a realistic goal helps motivate us.
- Learning to overcome setbacks helps us cope with future ones.
- It is important to celebrate our successes.

**Feelings and Puberty (Relationships, Sexual Health and Parenthood and Puberty)**

Within my level I will:

- Describe the physical and emotional changes during puberty including hormones and mood swings.
- Identify strategies to manage emotions like relaxation techniques, exercising, speaking to someone and taking time out.

**PE**

I will:

- Learn how to perform various types of jumps such as vertical, standing long jump, speed bounce and standing triple jump. I will also practice throwing events such as javelin, ball push, and shot putt and finally take part in running events such as obstacle type relay runs. I will be recording my performance in these events.

Physical Fitness – In my second hour of PE I will continue to:

- Improve speed, core stability, strength and flexibility through taking part in active games and a variety of fitness activities in a rotation format such as planks, squats, step-ups etc. I will also record my performance in these.

**Interdisciplinary learning**  
**IDL**



**Art**

Within my level I will:

- Show understanding of the visual elements in my own and others' work with particular focus on the concept of depth to show foreground, middle ground and background in a picture.
- Select present and discuss relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they used a particular colour or shape in their work.

**Genius Hour – Theme: Inspiring Scottish People**

I will:

- Access Scottish websites and use navigation skills to retrieve information for a given task.
- Use a variety of sources to research my chosen person and produce a poster which shows evidence of my learning and understanding of the person's role in Scottish Society.
- Prepare and present a monologue introducing and describing myself as my chosen Scottish person.
- Recognise techniques used to engage or influence my audience, for example, vocabulary emphasis, tone and or rhetorical questions.

**Social Studies – Whole school Scotland Focus**

Through investigating how the city of Edinburgh's buildings, infrastructure and land use developed through time, I will:

- Place an event within a historical timeline.
- Use both primary and secondary sources of evidence to investigate how Edinburgh grew into the city it is today.
- Identify at least three impacts of human activity on the environment.

