
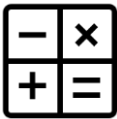




Primary 3/4 Curriculum Overview (August – October 2024)

<p>Literacy and Languages</p> <p>(including French)</p> 	<p><u>Listening and Talking</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • take turns and contribute at the appropriate time when engaging with others in a variety of contexts. • listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. • apply a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. • ask and respond to different types of questions to show understanding of the main ideas of spoken texts. <p><u>Reading</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. • read aloud a familiar piece of text adding expression and showing understanding. • read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. • use a range of word recognition strategies independently. • decode unknown words by locating and pronouncing familiar letter patterns and blends. • use context clues to read and understand texts. • use punctuation and grammar to read with understanding and expression. <p><u>Writing</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. • link sentences using common conjunctions, for example, and, because, but or so. • start sentences in a variety of ways to engage the reader. • check writing to ensure it makes sense. <p><u>French</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • participate actively in songs, rhymes and poems in the target language. • recall selected 'missing' words/phrases in songs, rhymes or poems which have been well-practised and with the support of, for example, pictures and/or puppets. • identify the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag.
<p>Mathematics and Numeracy</p> 	<p><u>Number and number processes</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • round whole numbers to the nearest 10 and 100 and uses this to estimate and check the reasonableness of a solution. • read, write, order and recite whole numbers to 1000, starting from any number in the sequence. • demonstrate understanding of zero as a placeholder in whole numbers to 1000. • use correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total. • identify the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$. • count forwards and backwards in 2s, 5s, 10s and 100s. • solve addition and subtraction problems with three-digit whole numbers.

	<p>Measure</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • use knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity. • make accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task. • record measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).
<p>Health and Wellbeing</p> <p>(including PE)</p> 	<p>PE</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and begin to apply them, for example, using eye contact, body language and gestures. • demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it. • demonstrate knowledge and understanding of what a quality movement looks like and feels like. • manipulate objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. • show control over movement in personal and shared space which includes adapting to changes in speed, direction and level. • show an enthusiasm to participate and enjoy being challenged. • celebrate values and use achievements as part of improving performance. • identify and discuss how to be a good winner and cope appropriately with losing. <p>Building Resilience – Challenge Your Mindset</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • learn who we are and what we are good at is not fixed. • understand the way we think, feel or learn shapes our brain. • share how I can change through the choices I make.
<p>Interdisciplinary Learning</p> 	<p>Expressive Arts</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • record directly from experience across the curriculum, for example, myself, others and features of the built and natural environment. • recognise and name most of the visual elements: colour, line, shape, form, tone, pattern, texture. • shows some understanding of the qualities and limitations of selected media, for example when a pencil is more suitable than a large brush to make fine marks. <p>RME</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • describe and discuss at least one personal belief and at least one example of how my own beliefs might affect my actions. • describe and discuss at least one personal value and at least one example of how my own values might affect my actions. <p>Science</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • identify and talk about the types of energy that we get from different energy sources, for example, light, heat, sound and electrical. • use knowledge of different energy sources, for example, sun, food, fuel, wind and waves, to discuss the importance of different types of energy for everyday life and survival. • use my own experience to illustrate how inherited characteristics are passed from one generation to the next. • know that genetic information determines characteristics such as colour of eyes and shape of petals. • demonstrate understanding of the variations within family groups.

Social Studies

Within my level I will:

- draw or make a model of features in my local landscape, for example, hill, river, building.
- identify at least two forms of agriculture in Scotland and food associated with these, for example arable, dairy or pastoral.
- identify at least 2 different types of housing and the kinds of households who may inhabit them.
- describe at least three different ways in which land is used in the local area, for example, shops, houses, farming.
- produce a basic map for a familiar journey.

Technologies

Within my level I will:

- demonstrate a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).