**Social Studies**

* Identify impacts of human activity on the environment.
* Suggest ways people can live in a more environmentally friendly way.
* Identifies ways in which journeys can be made.
* Describes advantages and disadvantages for various forms of transport.
* Discuss the impact of the various types of transport on the environment.

Science

* Define what Energy is.
* Look at the different types of energy ie. heat, light, kinetic, potential, magnetic.
* Discuss how/when energy changes from one type to another.
* Identify different sources of energy – fossil fuels, nuclear & renewable and how they are used in Scotland.
* Find out how fossil fuels formed
* Investigate different types of renewable energy.
* Explain the link between burning fossil fuels and Global warming.
* Look at link between Global warming & climate change.

**Technologies**

* Identifies where energy can be saved.
* Understands how and where we waste materials and resources.
* Explain how and why it is important to conserve energy
* Discusses the advantages and disadvantages of how renewable energy technologies impact on the environment.
* Uses ICT to research information
* *Understands use of passwords for cyber security and how to create strong ones.*

**Numeracy and Mathematics**

* Information Handling – Reading graphs/charts with climate information.

*Ongoing Numeracy & Mathematics Work*

*– see overleaf*

**Energy & Sustainability**

*Ongoing class work not directly linked to Topic is in blue italics*

**Literacy & English**

* Talking/listening to others during group work.
* Making notes on TV programmes
* Functional writing
  + Poster & Information leaflets on different types of renewable energy
* Reading Topic books and Internet articles for information

*Ongoing Literacy & English Work*

*– see overleaf*

HWB

* *Activities to promote Teamwork*

**RME**

* *Creation Stories*

### French

*Ongoing Revision & Consolidation*

* *Days of week, months of year, weather*
* *Greetings, colours & numbers*
* *Classroom equipment & language*

**Expressive Arts**

* *Design Christmas card*

**Numeracy and Mathematics**

**Number and Number Processes**

* Place Value -
  + Say, read, order & write the forward & backward number sequence.
  + Identify & represent whole numbers using numerals, words & number lines
  + Place non-consecutive numbers in order of size.
  + Partition whole numbers in various ways.
  + Explain the link between a digit, its place and its value.
  + Round numbers to the nearest 10, 100, 1000 (10 000, 100 000)

*All the above will either be within 1000, 10 000, 100 000 or*

*1 000 000 depending on the stage within 1st/2nd level the pupils are at.*

* Calculations – Addition & Subtraction
  + Revise mental strategies – using known facts, jump/split strategies, rounding & compensation, partitioning.
  + Semi-formal & formal written methods
* Multiplication and Division –
  + Ongoing revision of all X Tables

*All of the above will be with 2 digit, 3 digit or 4 digit numbers depending on the stage within 1st or 2nd level the pupils are at.*

**Shape, Position and Movement**

* 2D & 3D shape
  + Properties of 2D shapes & 3D objects
  + Construct 3D shapes from Nets
  + Properties of circles – radius/diameter
  + Types of triangles
  + Tessellation

**Literacy & English**

**Reading**

* Daily ERIC time (Everybody Read In Class) of personal choice books
* Group/Individual reading 2-5 times a week – O.R.T. /Treetops/Phonic reading books
* Comprehension activities Prim-ed/ORT/Treetops

**Spelling**

* Twice-weekly spelling activities using Nelson Spelling.
* Homework spelling set every week

**Grammar/Punctuation**

* Developing use of interesting adjectives, verbs and adverbs in writing pieces.
* Revision of basic punctuation – capitals, full stops, commas.

**Writing** (In addition to pieces linked to topic)

* Building use of vocabulary with the “5 minute write” two or three times a week
* Personal/Imaginative:
  + Summer Holiday news
  + Short pieces based on description of character & setting using visual prompts (pictures from Pobble, Literacy Shed or Once Upon a Picture)

**Reading/comprehension/spelling work is differentiated appropriately.**