

## Health and Wellbeing

This term the children will be exploring the well-being indicators **Included, Respected, Achieving** and **Safe** through the key themes of Food and Health, Possession Games and their book study on the novel Wonder.

### Food and Health

The children will work collaboratively to investigate food rules and restrictions related to medical conditions, cultural food laws, personal preferences and lifestyle choices, such as a professional athlete. Making links with their Social Studies focus they will compare and contrast the diets of two different countries. They will also engage in a range of practical food preparation and cooking activities.

### Possession Games

Through a variety of possession games including netball, basketball and hockey the children will focus on passing and moving, throwing and catching, timing, cue recognition, strategy and moving into safe spaces.

### Wonder Book Study

The key themes of diversity, discrimination, inclusion, friendship, courage, kindness and respect will be explored through this novel. The children will relate this to their own school environment and how they can help to foster a positive and inclusive learning environment for everyone and reflect upon how one's actions can impact others.

The children will receive two sessions of P.E. per week. One session will be delivered by Mrs Molloy/Mrs Baillie, with a focus initially on the Bikeability cycling programme followed by Rebound Games (Tuesday) and the other by Mrs Devlin with a focus on Possession Games (Wednesday).

## Tinto Primary School

Primary 6/7 - Mrs Molloy/Mrs Devlin

Session 2024 - 2025

### Term 1 Overview

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### Target Setting in the Classroom

Throughout this year, your child will be setting a series of targets for themselves, challenging their learning, and striving for excellence. The targets which your child sets will stem from our termly overview targets and be personalised to specific areas which your child may wish to challenge themselves in or have found challenging in their learning. As your child achieves their targets, and celebrates their successes, their work will be uploaded to their pupil portfolio.

### RME

This term we will be exploring the beliefs and practices related to death across various world religions and belief systems. The children will research different traditions in Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism, and Humanism, focusing on how these beliefs influence practices such as funerals and memorials. They will create presentations to share their findings and reflect on how this knowledge enhances their understanding of diverse cultures and their own beliefs. This focus aims to develop empathy and respect for the values of others. We encourage you to discuss these topics with your child at home.

## Social Subjects, Science and Technologies

This term, our focus will be on **People, Place, and Environment**. The children will firstly explore and present information about their local area. The aim of this focus is to help them understand the world around them, starting with the community they are part of. To achieve this the children will be researching various aspects of their local area, including:

**Housing and Places to Live:** They will investigate different types of housing available in their community and will learn about the unique characteristics of various towns/villages.

**Employment and Employers:** The children will explore the types of jobs people do locally and identify key employers within the area. This will give them insight into the economic activities that shape their community.

**Local Attractions and Leisure Facilities:** The focus will also involve discovering interesting places to visit and the facilities available in their area, such as parks, museums, sports centres, and other leisure venues.

The children will then choose another country to research. They will investigate various aspects of life within that country. This will allow them to compare and contrast this country with their own and explore both the similarities and differences between the two cultures. The aim of this focus is to develop children's perspectives on how people live, work, and interact in different parts of the world. To achieve this the children will:

**Explore Cultural Practices:** They will learn about the customs, traditions, and values that shape life in Scotland and in the other chosen country.

**Compare Lifestyles:** The children will examine differences in daily life, including family life, schooling, and recreational activities.

**Understand Global Connections:** By comparing these two cultures, the children will gain insight into how people in different parts of the world are connected and how cultural diversity enriches our global community.

## Expressive Arts

This term our focus in **Art** will be on using the visual elements and concepts of line, shape, form, colour, tone, pattern and texture. The children will have the opportunity to develop these skills using a range of mediums. They will have opportunities to recognise, describe and discuss these visual elements and concepts within their own and other's work using appropriate art and design vocabulary.

In **Music**, we will be following the Charanga Musical School Programme. Our units this term are Happy and Classroom Jazz 2. Within these units the children will explore different musical dimensions, including pulse, rhythm, pitch, tempo, dynamics, texture and structure and will discuss how they work together and connect in a song. They will reflect upon the meaning of songs and will compare songs from the same style, highlighting similarities and differences. They will also discuss their likes and dislikes and how songs make them feel.

In **Drama** this term our focus will be on presenting and performing to an audience.

Within **Dance** the children will explore the key features of dance and will participate in and create short original dance pieces. They will have the opportunity to take part in dance from a range of styles and cultures and will develop their co-ordination and control through the context of Scottish Dancing.

## Outdoor Learning

This term our Outdoor Learning will be embedded throughout the curriculum, with specific links STEAM.

## Language and Literacy

**Reading:** This term, the children will be completing a book study on *Wonder* by R. J. Palacio. This novel provides opportunities to explore important themes such as kindness, empathy, and acceptance, making links with our Health and Wellbeing focus. The children will continue to develop their reading comprehension, critical thinking and talking and listening skills through the use of Stonelaw Reading Strategies. The strategies of predicting, connecting, self-questioning, skimming, visualising, comparing, inferring, determining importance, summarising and paraphrasing, scanning, synthesising, prior knowledge, main ideas and metalinguistics will be modelled and reinforced through various activities, including group discussions, writing tasks, and creative projects.

**Spelling:** The children will continue to build their word awareness and vocabulary using the SWST spelling lists, a range of spelling activities and VCOP.

**Writing:** This term the children will consolidate their knowledge of **Description** texts and will develop their understanding of the structure of **Narrative** texts using the PM Writing program. The purpose of a narrative text type is to entertain, amuse or instruct, therefore the children will explore; noun groups and adjectives important in describing characters and settings, the use of time connectives and conjunctions to sequence events, the use of adverbs and adverbial phrases to locate particular incidents and the use of past tense action verbs and saying and thinking verbs to indicate what characters are feeling.

**Handwriting:** This term our focus is on the consolidation and reinforcement of letter formation and sizing, joining letters correctly and transferring handwriting skills to all written work.

**Talking & Listening:** The children will continue to develop their talking and listening skills through a range of activities embedded throughout the curriculum, including presentations, group and class discussions and debates.

**Modern Languages:** This term the children will build upon their prior knowledge of French numbers to 100, colours, foods, pets and family members to write and engage in short conversations introducing themselves.

## Numeracy and Mathematics

Within **Numeracy** this term the children will continue to develop their knowledge of Number and Number Processes. They will read, write and verbalise numbers beyond a million, including decimals up to three places, order numbers based on an understanding of place value including tenths and hundredths and round whole numbers to the nearest 1000, 10,000 and 100,000. They will round decimal fractions to the nearest whole number and will apply their knowledge of rounding to give a reasonable estimate to a calculation. They will use mental maths and formal written strategies to solve problems using the four operations and will focus on making connections between mental strategies and formal written calculations and 'seeing' and explaining their thinking. Through the use of Maths Recovery resources and activities the children will further develop their fluency of facts, conceptual understanding and mathematical reasoning.

Within our **Time** focus the children will consolidate their knowledge and understanding of 12 and 24 hour time. They will calculate simple time differences using timetables and will investigate international time differences. They will explore how to calculate durations of time in hours and minutes and will engage in time activities using a digital stopwatch using seconds, tenths and hundredth of a second. They will apply their knowledge of the relationship between speed, distance and time to solve problems involving all three variables.