



What will I be learning this term?

(Aug-Oct 2021)

Class: P3/4

Curriculum areas and subjects

<p>Literacy and English Reading, writing , listening and talking Reading</p> <ul style="list-style-type: none"> • Reading - Group books going home and individual reading sessions between teacher and learner each week. • Comprehension - Developing skills of answering questions using full sentences and using the question as the structure. Building on more challenging texts for those progressing towards the end of first level. <p>Writing</p> <ul style="list-style-type: none"> • Report writing - use of present tense, technical terms and descriptive language. Clear and accurate handwriting with a variety of correct punctuation and spelling throughout. <p>Listening and Talking</p> <ul style="list-style-type: none"> • Developing and demonstrating skills in Listening - to listen for information and respond with appropriate answers. • Group presentation - 'Fork to Farm' Topic. <p>Assessment: To create and perform a group presentation outlining key learning in the 'Farm to Fork' topic.</p>	<p>Numeracy and Maths</p> <ul style="list-style-type: none"> • Place Value - Describe, compare and show number relationships. Investigate how whole numbers are constructed and understand the importance of the zero within a number. • Addition and Subtraction - Revise, consolidate and extend knowledge by using 3-, 4- and 5-digit numbers as well as regrouping. • Mental Maths - Variety of questions: Addition, Subtraction. Building an understanding of missing addend i.e. $3 + ? = 9$ or $? - 7 = 3$ • Ongoing SEAL Chapters - Counting on and back, grouping and working with the four mathematical operations. • Problem Solving - Introducing the language of word problems and using key words to identify what the question is asking. • Shape - recognition and categorisation of 2D and 3D shapes. Describe features of 2D and 3D shapes using appropriate language i.e. vertices. <p>Assessment: Teejay Maths RRR Assessment. Written Summative Assessment. Ongoing SEAL Assessment.</p>
<p>Spanish</p> <ul style="list-style-type: none"> • Revision of basic vocabulary - greetings, days of the weeks, months of the year and colours. • Food and Drink vocabulary - learn about food and culture in Spain. <p>Assessment: Ongoing formative assessment through written classwork and observation.</p>	<p>Science and Technologies</p> <ul style="list-style-type: none"> • Introduce computer coding - develop an understanding of programming and debugging within a computer system. Advance skills in computational thinking, increase confidence in coding programmes/games and advance problem-solving skills.
<p>R.E.</p> <ul style="list-style-type: none"> • Prayer Revision - 'The Our Father,' 'The Hail Mary,' 'Glory Be.' • The celebration of Our Lady's Birthday 	<p>P.E.</p> <ul style="list-style-type: none"> • Led by P.E. specialist. • Whole School - Resilience Toolkit

- Learn a new hymn to Mary
- The celebration of International Day of Peace with a focus on the work of Saint Teresa of Calcutta.
- Understand that we honour Mary in a special way throughout October and recognise that when we pray the rosary, we think of the lives of Mary and Jesus.
- Reflect and illustrate the 5 Sorrowful Mysteries.
- Our school have launched Pope Francis' Laudato Si project. This links closely to Eco and RRS.

Assessment:

Class discussion and teacher observation.

- > Work on strategies we can use to build resilience in challenging situations.
- > Discuss who can help us if we are unsure or upset/anxious about something.
 - Whole School focus on Zones of Regulation Training
- > Develop an understanding of emotional zones and what different emotions feel like.
- > Recognise the benefits of remaining or getting back to the 'green zone' and the strategies which we can use to get there.
 - Celebrating diversity and equality and promoting inclusion through our mini Trolls topic.

Interdisciplinary Learning

Focus: Trolls - Celebration of Diversity and Equality

- Develop an awareness and appreciate everyone's unique talents and skills.
- Enhance our understanding of the words diversity and equality and the importance of inclusion.
- Discuss ways in which our school and community is inclusive but also ways in which it could be more inclusive.
- Celebrate and recognise our differences through the expressive arts.

Assessment:

Whole class music video to be shared in assembly.

Focus: Farm to Fork

- Develop an understanding of different types of Scottish farms and the importance of their produce.
- Explore the changes in farming and technology over time and the positive and negative impact of these changes.
- Compare and contrast farming in Scotland to farming across the world - focus on the impact of climate, landscape and technology used.
- Explore the concept of food journeys in greater detail and build a deeper awareness of the environmental impact of food production.
- Develop an increased awareness of food waste and food poverty in our country and discuss possible solutions to both issues.
- Design experiments to find out what plants need in order to grow and develop. Record and report findings clearly.

Assessment:

To be able to create a group presentation about an aspect of learning in the 'Farm to Fork' topic.

Ethos and life of the school as a community

- Whole School - Resilience Toolkit
 - > Work on strategies we can use to build resilience in challenging situations.
 - > Discuss who can help us if we are unsure or upset/anxious about something.
- Whole School focus on Zones of Regulation Training
 - > Develop an understanding of emotional zones and what different emotions feel like.



›Recognise the benefits of remaining or getting back to the 'green zone' and the strategies which we can use to get there.

- Whole school focus on outdoor learning

›Improve our confidence and knowledge of learning in the outdoors through a variety of learning opportunities specific to literacy and numeracy.

- Leading in the Rights Respecting School

›Develop understanding of our own rights.

›Recognise that not everyone in the world has their rights.

›Research a number of inspirational people who have fought for their rights and the rights of others.

Planned opportunities for personal achievement

Again, see above- not everything but highlight the focus from now until October.



- VIP of the week - P3/4's Special Day.
- Presentations in front of the class - Book Creator App or Microsoft PowerPoint.
- Fostering Resilience in times of change.
- Increasing knowledge and use of technology.
- Attending extracurricular activities for example - tennis, football and martial arts.