

ABERNETHY SCHOOL	TERMLY LEARNING TREE	TERM : April - June
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Context: Japan	Teacher: Mrs Hardie / Mrs Livingstone	Class: P5/6
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<p>In Language and Literacy we will learn to:</p> <p>Listening and Talking</p> <ul style="list-style-type: none"> Show my understanding of what I listen to or watch by asking different kinds of questions (i)responding to literal, inferential, evaluative and other types of questions(ii) <p>Reading</p> <ul style="list-style-type: none"> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text(i) and use supporting detail (ii) <p>Writing</p> <ul style="list-style-type: none"> To persuade, argue, explore issues or express an opinion (i)using relevant supporting detail and/or evidence (ii) Throughout the writing process, I can check that my writing makes sense (i)and meets its purpose (ii) 	<p>Social studies:</p> <ul style="list-style-type: none"> to describe the main features of a democracy to discuss the rights and responsibilities of citizens in Scotland. to identify roles that are carried out in Scottish Parliament to investigate the features of an election how elections are carried out To interpret information from different types of maps to explain how the physical environment influences the ways in which people use land Comparing my local area with a contrasting area. To investigate the main features of weather and climate, discussing the impact on living things. 	<p>In Maths & Numeracy we will learn to:</p> <ul style="list-style-type: none"> use different strategies to solve a variety of problems e.g identify a pattern: (i) of simple sequences (ii)by describing number patterns further develop our mental maths skills to increase mental agility e.g. finding fractions of a numbers (i) e.g .find $\frac{1}{3}$, $\frac{1}{5}$ in x tables ; (ii) $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{3}$ etc (iii)e.g. $\frac{2}{3}$, $\frac{3}{4}$ etc link decimals, fractions and percentages show, and use, the equivalent forms of fractions, decimals and percentages e.g. e.g. (i) as tenths and hundredths; (ii) $\frac{1}{4} = 25\% = 0.25$, $\frac{1}{2} = 50\% = 0.5$ (iii)$\frac{3}{4} = 75\% = 0.75$ etc Uses the language of probability accurately to describe the likelihood of simple events occurring for example (i)equal chance; fifty-fifty; one in two, (ii)two in three; (iii)percentage chance
	<p>Health and Wellbeing (including P.E.):</p> <ul style="list-style-type: none"> participate in Big Pedal fortnight identify active ways to travel to school express and manage our feelings knowing that feelings and emotions affect how we feel and behave use and develop rhythmic, timing and speed skills in athletics understand how strength and speed affect performance understand that body changes can affect our feelings identify changes at different stages in life e.g P6 - the beginning of life 	<p>Science:</p> <ul style="list-style-type: none"> Having explored the substances that make up Earth's surface compare some of their characteristics and uses.
	<p>Expressive Arts:</p> <ul style="list-style-type: none"> Listen and respond to different types of Japanese music e.g Sakura to respond to the work of artists and designers by discussing my thoughts and feelings. 	<p>Technologies:</p> <ul style="list-style-type: none"> Enhance design skills to solve problems and can construct models. To recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.

