

Abernethy School		TERMLY PLANNING OVERVIEW	TERM: April – June 21
Contexts: Enterprise, Olympics, Transition		Mrs Hepburn	Class: P7
<p>Reading: To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different questions of my own. LIT 2-17a</p> <p><i>Complete comprehension activities on the Olympics. Develop fact file for an Olympic event. Reading Groups 1& 2: Closed, inferential, develop skills in answering evaluative questions Reading Group 3: Closed, inferential and evaluative</i></p> <p>Talking & Listening: I am developing in confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently LIT 2-10 a <i>Take part in PHS transition activities: Citizenship Day</i></p> <p>Writing: Throughout my writing process I can check that my writing makes sense and meets its purpose LIT 2-22 a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a <i>Investigate the difference between writing an autobiography and a biography. Write a short personal biography – link to personal profiles (Transition). Follow on to writing a short biography on a famous Olympian, (personal choice).</i></p> <p>Bats: Contents, information divided into separate sections using given headings, relevant images, Bibliography of sources (Supported by CT, PSA and IT resources, see below) Tigers: Contents, information divided into separate sections using headings, relevant images, Bibliography of sources Frogs: Contents, information divided into separate sections using headings, relevant images, Glossary, Bibliography *Bats – IT support; Notes, Book Creator – I Pads, Read Write Gold – Laptops</p>		<p>Science: Forces, Electricity and waves</p> <p>I have used a range of electrical components to help make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit SCN 2-09a</p> <p>RME Accepting Differences Investigate the rights of people with physical disabilities – link to work on Paralympics</p> <p>French Complete transition project with Perth High School</p> <p>Technologies: Use an online publishing package to design and write our own class Yearbook TCH 2-04a</p>	<p>Mathematics/Numeracy Multiples, Factors and Primes MNU 2-05a, MNU 2-07a, MNU 2-07b, MTH 2-07c</p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> Be able to +, -, X, / using the order of operations <p><u>Group 2</u></p> <ul style="list-style-type: none"> Apply knowledge of BODMAS <p><u>Group 1</u></p> <ul style="list-style-type: none"> Investigate prime numbers Investigate square numbers using visual patterns (link to are) <p><u>Group 2</u></p> <ul style="list-style-type: none"> Investigate and identify prime numbers, including composite numbers Investigate triangle numbers <p>Chance and Probability</p> <p><u>Group 1</u> Understand probability and predict the likelihood of a single event happening</p> <p><u>Group 2</u> State the chance of a single event happening</p> <p>Measure & Estimate MNU 2-11a, 2-11b</p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> Estimate, measure & order length, weight, area and volume Convert between simple decimal notation and mixed numbers in measure Find simple area of square and rectangle by number process Find area of right angled triangles using square grids Find volume of cube and cuboid using cubes Find perimeter of shape <p><u>Group 2</u></p> <ul style="list-style-type: none"> Find area of right angled triangles using number process Find volume of cube and cuboid by number process Find perimeter of regular shapes when some of lengths are given <p>Expressions & Equations MNU 2-15 a</p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> Follow and write simple one step rule using letters <p><u>Group 2</u></p> <ul style="list-style-type: none"> Follow and write simple two step rule using letters <p>Time, distance & speed, MNU 2-10 c</p> <p><u>Group 1</u> Calculate simple speeds</p> <p><u>Group 2</u> Work with Time, Speed, distance calculations</p>
<p>Social Studies: Enterprise, Olympics</p> <p>Working with others plan organise and run our fundraising car wash Describe some of the main events, people and changes since the modern-day Olympics began</p> <ul style="list-style-type: none"> investigate, in detail, the events of 1916, 1940 and 1944, and the impact that this had on the history of the Olympics evaluate whether or not the cancelling of the 1916, 1940 and 1944 was the right thing to do investigate the role that Scottish Olympian Craig MacLean had in the 2012 Paralympic Games research the history of the Paralympic Games, evaluate importance of the games 		<p>Health and Wellbeing P.E Further develop/refine skills and learn tactics to improve performances in team games I Bike Cycle week, Big Pedal</p> <p>Planning for Choices and Change HWB 2-19a HWB 2-20a Participate in transition activities/events to build resilience and prepare for High School Explore the world of work Organise Leavers Hoodies & Yearbook Transition day at Willowgate</p> <p>Expressive Arts <u>Music</u> Learn the different parts of an Opera <i>Dunedin Opera Music project</i> <u>Drama</u> Expressing and recognising emotions <i>Work through role plays re transition</i> <u>Art</u> Solve a range of design problems Link to work on The Olympics: design a logo, mascot etc</p>	