

Contexts: Science topics, Mock Junior Court

Mrs Hepburn

Class: P6/7H

Writing:

In both short and extended texts I can use appropriate punctuation, vary my sentence structure and divide my work into paragraphs in a way that makes sense to my reader LIT 21a

Bats using proper nouns, proper adjectives, syllables, paragraphs, and speech marks

Tigers: Verb tenses, parts of speech, sentence structure: using a wider variety of connectives: also, however, although. Beginning to use Power Openers at the start of sentences: Suddenly, Excitedly, Dashing

Frogs: homographs & heteronyms, antonyms & synonyms, verb tenses, definitive & indefinite articles. Using a wider variety of connectives: also, however, although.

Consistently using Power Openers at the start of sentences: Suddenly, Excitedly, Dashing

using ambitious and interesting vocabulary

Take part in Scottish Book Trust 50 words Writing competition

<https://www.scottishbooktrust.com/fifty-words-competitions/write-story-about-a-starry-night>

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 am learning to use language and style in a way which engages and / or influences my reader. **ENG 2-27a**

Develop use of Scots language to engage readers: create a poster, You Tube ad or TV commercial for a Scots product

Science reports: energy, water testing
Mock Junior Court: News reports, Diary entries

Talking & Listening:

I can recognise how the features of spoken language can help in communication and I can use what I learn.

I can recognise the features of my own and others' spoken language.

ENG 2-03a

Burns Poetry Competition, Burns Live author event 25.01.22

Working collaboratively prepare and deliver a short talk on their Mock Junior Court project (MJC)

MJC: Lawyers & Witnesses prepare for court, practise statements, questioning, appear online in court

Reading:

Using what I know about the features of different types of texts, find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **ENG 2-12a**

complete comprehension activities on life and legacy of Robert Burns.

Read a variety of texts, (letters, claim forms), use the features of non-fiction texts to help find information and prepare their case for MJC

French:

Describing parts of the body, yourself – including your personality, describing someone else, classroom routines.

Letter to a penfriend

Science:

I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.

SCN 2-02a

John Muir Award - Quarrymill

By considering examples of where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy **SCN 2-04a**
Our Energetic Future

I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. **SCN 2-05a**

I have investigated different water samples from the environment and explored methods used to clean and conserve water and I am aware of the properties and uses of water **SCN 2-18a**
Outdoor Learning

Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society **SCN – 20a**

Expressive Arts

Music: I can listen and respond to pieces of music, I can create and perform my own pieces

I can give and receive feedback,
Charanga music resource

Drama: Use role play to demonstrate a range of emotions: **EXA 2-13a**

Art and Design: Explore work of Scottish Artist Gillian Kyle, use her work as a context to explore shape, line and pattern

Mathematics/Numeracy**Negative numbers**

I can show my understanding of how the number line extend to include numbers less than zero and have investigated how these numbers occur and are used **MNU2-04a**

Group 1

Read and use negative numbers on a thermometer in the context of temperature using a number line

Group 2

Read and use negative numbers on a thermometer in the context of temperature +/- mentally

Multiples, Factors and Primes MNU 2-05a, MNU 2-07a, MNU 2-07b, MTH 2-07c

Group 1

Identify, order and compare fractions e.g. $\frac{1}{2} = \frac{2}{4}$

Find equivalent fractions

Calculate fractions of a quantity, e.g. $\frac{1}{5}$ of 60 = 12, practical examples, concrete materials

Explore links between fractions, decimals, % e.g. $25\% = \frac{25}{100} = \frac{1}{4}$, practical examples, concrete materials

Group 2

Identify, order and compare fractions

Find equivalent and simplify fractions e.g. $\frac{3}{9} = \frac{1}{3}$

Calculate fractions of a quantity, including word problems e.g. $\frac{1}{5}$ of 60 = 12

Explore links between fractions, decimals, % e.g. $25\% = \frac{25}{100} = \frac{1}{4}$

Increase and decrease an amount by 10%, 25%, 50%

Investigate square numbers using visual materials

Group 3

Find equivalent and simplify fractions e.g. $\frac{15}{20} = \frac{3}{4}$

Calculate fractions of a quantity, including word problems e.g. $\frac{2}{3}$ of 21

Explore links between fractions, decimals, % $45\% = \frac{45}{100} = \frac{9}{20}$

Increase and decrease amounts by simple percentages with and without a calculator

Investigate triangle numbers, prime numbers

Information Handling MNU2-20a, MTH 2-21a

Interpret from, gather for, display on and design and construct:

Group 1

Interpret from, gather for, display on and design and construct

Table, chart, bar graphs, histograms

simple databases *Use Computer packages where possible*

Group 2

Bar graph, line graph, simple pie chart, simple spread sheet (including axis graduated in multiple units)

Group 3

Bar graph, line graph, trend graph, scatter graph, spread sheet (including continuous data), pie chart using a template

Use information handling skills to compare and display water samples

<p>Technologies: Use an online publishing package to design and write our own class Yearbook Accessing GLOW</p> <p>Use Twitter to share learning, John Muir Award</p> <p>TCH 2-04a</p> <p>RME: (Specialist plan) The role and significance of art in RME</p>	<p>Social Studies: Understand the processes involved in a civil court case Participate in a mock junior court case. <i>Understand the terms defendant and pursuer. Analyse witness statements and given information. Prepare and present a case. Understand the jobs associated with a civil court case.</i></p>	<p>Health and Wellbeing P.E Develop speed, strength and stamina through fitness and cross-country training (Cross Country 22nd March)) Explore movement and develop coordination in gymnastics and creative dance</p> <p>Health Substance Misuse HMB2-38a HWB 2-39a, HWB 2-41a Understand how alcohol and non-prescriptive drugs effect the body Understand the legal restrictions on smoking and alcohol <i>Tayside Wellbeing workshop</i> Understanding the risks and using the internet safely & responsibly Internet Safety Day 09.02.22</p>	<p>Shape Position & Movement MTH 2-17a, MTH 2-17 b, MTH 2-17c, MTH 2-17 d, MTH 2-18a, <u>Group 1</u> Explore and identify acute and obtuse angles Know angle of full revolution Construct right angles and 45° angles using templates <u>Group 2</u> Explore and identify acute, obtuse, and reflex angles Measure and draw angles using 180 angle protractors to 5 Use 8 point compass and know angles between points Identify use of scale (map work) Use coordinates in 2 quadrants <u>Group 3</u> Identify and calculate angles in a straight line and vertically opposite angles Measure and draw angles using 360 protractors Measure and use bearings to describe directions (map work) Convert more complex scales (map work)</p>
--	---	--	--