

Contexts: Junior Mock Court, John Muir Award and Science

Teacher: Mr Sumpster

Class: P6/7S

Literacy

Reading:

- To analyse a range of non-fiction texts
- To demonstrate understanding of inferential and closed and create own questions
- To find, select and sort information from variety of sources
- To build expression and fluency through reading aloud with peers
- To learn and recite my Scots Poems with expression and confidence

Writing:

- EWIC (Everyone Writes in Class) – 2/3 times a week, free writing/writing about picture stimulus focussing on identified areas from Big Writing criterion scale
- Newspaper Writing – focussing on correct structure, using Mock Court and current affairs as stimuli
- Scots Poetry - identify a range of Scots language, create our own poetry with a range of Scots Language
- Science Report – focussing on structure, use of sub-headings, predicting (hypothesis), analysis of results, clear methodology

Group 1: (within above writing contexts)

- To write a full page of A4 writing
- To develop the use of punctuation within writing
- To use paragraphs consistently within writing
- To use a variety of connectives within my writing
- To use an example of figurative language within my writing

Social Studies

Mock Court:

- To understand terms related to the court process (defendant, pursuer etc)
- To analyse witness statements
- To use information from Mock Court to prepare and present a case
- To understand jobs associated with a civil court case

John Muir:

- To take part in discover, explore, conserve, and share challenges with a focus on sustainability and what can be developed within our local community

Mathematics/Numeracy

Fractions & Decimals

Group 1

- To identify basic fractions and find fractions of a shape
- To recognise and find equivalent fractions
- To understand what a percentage is
- To convert between percentages, fractions, and decimals
- To calculate percentages of a quantity

Group 2

- To recognise and find equivalent fractions
- To express a fraction in its simplest form
- To convert between percentages, fractions, and decimals
- To reduce a percentage to a fraction in simplest form
- To calculate percentages of a quantity

Weight and Volume

Group 1

- To estimate, measure & order length, weight, area and volume
- To convert between simple decimal notation and mixed numbers in measure
- To use measure scales marked in 1/5, 1/100
- To find simple area of square and rectangle by number process
- To find area of right-angled triangles using square grids

Group 2

- To estimate, measure & order length, weight, area and volume
- To convert between decimal notation and mixed numbers in measure
- To find area of right-angled triangles using number process
- To find volume of cube and cuboid by number process

Angles

Group 1

- To explore and identify reflex angles

<p>Group 2: (within above writing contexts) To use ambitious vocabulary within above writing</p> <p>To writing more than 1 full page of A4 writing</p> <p>To use ambitious connectives consistently within my writing</p> <p>To use a range of figurative language within my writing</p> <p>Talking & Listening: To share information, experiences, and opinions</p> <p>To explain processes and ideas</p> <p>To identify issues raised and summarise findings</p> <p>To clarify points by asking questions</p> <p>To confidently share writing with peers (EWIC)</p> <p>To learn and recite my Scots Poems with expression and confidence</p> <p>Spelling: To use spelling knowledge within daily writing, self-correcting and using resources such as dictionary, spell checker and iPad to aid spelling</p> <p>Blue Group: u for oo, gh/ough/augh, ive for iv, -ic, st for s, silent letters, -ically, schwa: al/el/il</p> <p>Yellow Group: anti, trans, inter, tele, age, ege, nge, ance, ancy, ence, ency</p> <p>Green Group: ssion, cian, ation, ch/che for sh, sure, ture, ible, ate, -ce/-se/-cy/-sy, -ise/-ize, -ify</p>	<p>Technologies</p> <p>To use Seesaw to share and celebrate learning</p> <p>To use ICT to enhance learning – GLOW, Seesaw, iPads, Word, PowerPoint</p> <p>To use an online publishing package for P7 Yearbook</p> <p>To use Mock Court site collaboratively to access and upload information</p> <p>To demonstrate an understanding of responsible digital behaviour and be aware of how to keep myself safe and secure (Safer Internet Day (8th Feb))</p>	<p>To measure and draw angles using 180° angle measurer (protractor) to 5°</p> <p>To use 8-point compass and know angles between points</p> <p>To convert simple scales 1:2, 1:10, 1:5</p> <p>To identify use of scale</p> <p>To use coordinates in 2 quadrants</p> <p>To work with multiple lines of symmetry</p> <p>Group 2 To identify and calculate angles in a straight line and vertically opposite angles</p> <p>To measure and draw angles using 360° angle measurer</p> <p>To measure and use bearings to describe directions</p> <p>To convert more complex scales e.g. map work</p> <p>To use coordinates in 4 quadrants</p> <p>To work with rotational symmetry and translation</p> <p>Data and Analysis</p> <p>Group 1 To interpret from, gather for, display on and design and construct</p> <ul style="list-style-type: none"> • Line graphs (plotted and joined) • Simple pie chart • Simple spread sheet <p>Group 2 To interpret from, gather for, display on and design and construct</p> <ul style="list-style-type: none"> • Straight line graph • Curved graph • Scatter graph • Pie chart <p>Chance and Uncertainty</p> <p>Group 1 To investigate chance e.g. tossing coin, dice, and predict outcomes</p> <p>To understand equal chance</p> <p>Group 2 To investigate and predict probability using digit cards, sports etc</p> <p>To understand one in two chance</p>
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	<p style="text-align: center;">RME</p> <p>To explore Christianity in Scotland</p> <p>To explore the importance of Easter for Christianity</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>P.E:</p> <ul style="list-style-type: none"> - Daily Mile - Gymnastics - Cross Country and Orienteering
<p style="text-align: center;">Expressive Arts</p> <p>Art & Design:</p> <p>To explore the artwork of Charles Rennie Mackintosh</p> <p>To explore a range of tartans and use this as inspiration to create our own tartan design</p> <p>To design and create props (for Mock Court)</p> <p>To use pencil to demonstrate tone through sketching</p> <p>Drama:</p> <p>To role play, demonstrating range of emotions, focussing on Mock Court scenarios</p> <p>Music:</p> <p>To listen and appraise music</p> <p>To identify a range of musical instruments within music</p> <p>To identify and clap/sing along with the pulse of the music</p> <p>To play instrumental parts of song using tuned percussion</p> <p>To improvise using up to 3 notes</p> <p>To perform and share with peers</p>	<p style="text-align: center;">French</p> <p>To describe yourself</p> <p>To describe parts of your face and body</p> <p>To describe aspects of your personality</p> <p>To describe someone</p> <p>To follow and use classroom instructions</p> <hr/> <p style="text-align: center;">Science</p> <p>To explore sustainability of energy</p> <p>To explore the Water Cycle</p> <p>To explore the process of cleaning and conserving water</p> <p>To explore life cycles</p>	<p>Health:</p> <p>To explore the concept of Growth Mindset</p> <p>To explore the concept of SMART targets when setting our own learning targets</p> <p>To explore the UNCRC rights of the child through the outright campaign looking at Weekly Rights</p> <p>To explore the dangers of Alcohol, Smoking and non-prescription drugs</p>