Mathematics

Whole number WN 2.15a, b, c, 2.16, 2.17, 2.18a, b (MNU 2-01, 2-03a)

Rounding:

- Round numbers to the nearest ten when estimating. e.g. 32 to 30 and 57 to 60 and explain their answer.
- Give examples of numbers which are rounded to a multiple of 10, 100, 1000.

Problem solving:

- Use a range of strategies to work out any multiplication fact and can recall as many as possible from memory.
- Make and explain families of four related addition/subtraction facts.

Shape, position, movement SPM 2.8-2.10 (MTH 2-16a, b, c 2-17c, d)

- Describe and sort 2D and 3D shapes using correct terminology.
- Match up nets with 3D shapes.
- Identify shapes in the environment and explain why their properties match their function. (e.g. triangles, rectangles.)
- *Revisit types of angles, draw and measure angles accurately*.
- Calculate missing angles in complementary (90) and supplementary (180)
- Understand link between the 8 compass points and angles. Follow and records directions.
- Interpret maps and models and drawings with simple scales.

Health and Wellbeing

Peer pressure 2-39a

- Give examples of how peer, media and other pressures can influence choices.
- Develop this skill by debating with and challenging others (link with literacy – discursive writing.)
- Discuss topical and contentious news items (Newsround).

Friendships 2-44a, b, 2-45a

- Understand that positive relationships benefit health and wellbeing.
- What makes a good friend?
- Discuss personal space and boundaries.
- Understand and know how to respond to verbal and non-verbal communication. (Link to drama.)

Refer to RSHP plans for lessons.

(Swimming for 10 weeks).

Literacy and English

L+T: Finding and using information LIT 2-05a, 2-06a

- When listening, make relevant notes using own words, for the most part, use these to create new texts.

Reading: Finding and using information LIT 2-14a

- Learn how to skim and scan texts to find, sort and organise key information from a range of sources.

Reading: Understand, analyse and evaluate 2-16a

- Identify key information and main ideas in a variety of texts.
- Be able to talk about the various features such as vocabulary, sentence structure and punctuation.

Writing: Organising and using information ENG 2-25a

- Use written notes & other writing/sources to help develop ideas & *create* new texts using own words.
- Reference sources appropriately & begin to select & use quotations correctly.

Writing: Creating texts 2-28a LIT 2-29a (discursive texts)

- Combine ideas & convey information effectively when creating & presenting a range of descriptive & instructional texts.
- Create texts where argument & exploration of issues or opinions are increasingly well organised & presented e.g. effective use of introduction, content & conclusion.
- Independently identify & select relevant detail to support my argument or evidence my thinking.

Expressive Arts

Art 2-06a Problem solving (link to tech)

- Design a 2D and/or 3D bridge using a range of materials, understanding its form, functionality and purpose. (Link with technology).

Music 2-19a Musical preferences

- Explain preferences for music pieces listened to, live and/or recorded, using appropriate musical language.
- Create a class list of favourite songs on Spotify.

Drama
Dance

Technology and Science

Inventions and Bridges

Technologies

Digital Literacy TCH 2-02a Researching

- Use search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results, using the term 'for kids'.

Technological developments. TCH 2-05a TCH 2-04b, 2-09a, 2-10a (Design and development)

- Research examples of products that have developed over time and how science and technology had influenced their design.

Learning in Context: Inventions/ Bridges Class: P7 Planning Block: 1/4 Name: Mrs Cardew School: Pitlochry High School

French

***L+T*: 2-01a, b, c, 2-02a**

- Listen to and follow simple class instructions. Learn simple French songs.
- Talk about likes and dislikes.

***Reading*: 2-08a, b 2-09a, 2-10a**

- Read the days of the week and months from the board. Read my range of simple French stories.
- Encourage use of bilingual dictionaries to translate.

***Writing*: 2-12a**

- Write date daily in French.
- Write simple phrases in French - likes and dislikes.

- Design and construct a bridge from paper or card to take the weight of toy cars.
- Explore the different types of bridge.
- Understand that bridges must be built for their environment and use.
- Create a bridge using a range of materials.
- Use a range of methods to join and strengthen materials when constructing the bridge.
- Test and evaluate designs, showing that understanding of the situations that the products work in.
- Create new 'material' by weaving.

Social Subjects

Religious and Moral Education

Christianity - Influence on society: 2-02a, 2-03c

- Apply my knowledge of the teachings and values of Jesus to understand how they influence Christians.
- Listen to and discuss the moral stories of key Christian figures.
- Link these stories to their own life.
- Retell one of the stories in their own words.

Values and beliefs 2-09a, b, c, d

- Begin to develop their own moral code by making links with their own and other experiences.
- Apply their understanding to issues in the modern world.

Science

Friction 2-07a

- Investigate different ways of reducing friction and air resistance.
- Use findings to explain how to improve the efficiency of moving objects by smoothing surfaces, lubrication, rollers & wheels and streamlining.
- Explain, using examples, why increasing friction and air resistance can sometimes be a good thing.
- **Key vocabulary**: define spring, force, stretch, push, pull, measure, amount, distance, travel, weight, heavier, mass, pushing, pulling, floating, sinking, surface area, direction, speed, friction, rate of descent, time of descent, air resistance, streamlining

Forces 2-08a

- Work with others to investigate the 3 types of non-contact forces and make a comparison using the findings.
- Describe some of the uses of magnet, electrostatic and gravitational forces.
- **Key vocabulary** attraction, effects, magnet, pole, repulsion, acceleration, force, gravity, matter, pull, charge, static electricity, positive, negative, electrons, electric force, positive, negative, charge, attract, repel, static electricity, electrostatic charge

Focusing Integrity Initiative Adapting Feeling Collaborating Leading Communicating Sense-making Curiosity Creativity Critical thinking

Pupil / Teacher Collaborative		
What do pupils already know? Alexander Graham Bell invented the telephone. John Logie Baird invented the TV. There are three bridges that go to Edinburgh. Golf was invented in St Andrew's, Scotland. There is a bridge in Scotland that crosses the Atlantic.	**Questions (Pupil generated)** How many bridges are there in Scotland? How do bridges stand up on their own? Who was the first bridge inventor? What was the first bridge? Where are the world's oldest bridges? Why were bridges invented? What were the first bridges made from? Where is the bridge across the Atlantic in Scotland? What is the world's longest bridge and how long is it? Where is the world's highest bridge? What did people do before bridges were built? What are the different types of bridges? What are bridges made from? What's the oldest bridge in Scotland? What's the newest bridge in Scotland? What was the Tay Bridge Disaster? Find out when, where and what happened. How do inventors come up with their ideas?	**How will we find answers to our questions? (Pupil generated)** Internet Books Documentary Asking other people Walk Guiness book of records