

Maths and Numeracy**Maths and Numeracy****Place Value MNU2-02a, 2-03b**

- Identify the value of digits up in six digit numbers
- Read and write six digit numbers in numeric and word form.
- Complete number sequences of five and six digit numbers
- Identify numbers before and after a given number and between two given numbers
- Compare numbers using < & >
- Apply knowledge of place value to read, write and compare population of living things
- Use arrow cards to partition numbers in different ways.

MNU 1-02a, MNU1-03a

- **Represent numbers using concrete materials**
- Identify the value of digits in numbers to 1000.
- Read, write, order and compare numbers up to 1000
- Use language digits, greater than, less than to describe numbers
- Count on and back in 10s and 100s from any number between 0 and 1000

Learning Experiences

- Use of concrete resources, arrow cards to develop and consolidate learning.
- Consolidate learning using games -HAM and teacher devised games
- Complete textbook and work sheet tasks

Estimation and Rounding MNU2-01a

- Estimate where a 2 /3digit number sits on an empty number and identify nearest 10 or 100.

Health and Well Being

Curriculum organisers and E&O codes

Mental and Emotional well being HWB 2-01a, HWB 2-04a

- Discuss how people feel about different types of wildlife that live in Scotland
- Explore and discuss 'The Fizz'. Is the Fizz the same for everyone?
- Create a display of known strategies for class and playground

Social Wellbeing HWB 2-09a

- Create Class Charter linked to UNCRC
- Discuss rights through Blether Stations

Class PE - HWB 2-22a Fitness

- Participate in Rugby coaching Sessions for 4 weeks
- Circuits and Active Games with Mrs McNab improve stamina
- Walk a mile- record improvements

HWB 2-20a – DYW

- Investigate careers working with wildlife
- Potential visit from professional involve in caring for wildlife

PE with Mrs Leck-Coordination Skills and Stamina**Literacy and English**

Finding and using information (Listening and Talking) LIT2-04a, LIT 2-05a/LIT1-04a,1-05a Finding and using information (Reading LIT2.14, LIT 2.15,) LIT 1-11-14a, 5a Organising and using information (Writing) LIT 2.25, 2.26, LIT1.25, 1.26

Create an information text about a Scottish wild animal/bird using notes gathered from spoken and written sources.

Learning Experiences

- Identify the features of information text.
- Demonstrate understanding by reconstructing text.
- Use features to identify useful and relevant information animal and plant habitat, diet, appearance, predators young.
- Skim and scan texts to find information.
- Organise notes using mind maps, graphic organisers.

Tools for reading LIT 2-12a , 2.13a, 1-12a, 1-13a

- Reading Groups – decoding skills and fluency
- Comprehension Skills – Demonstrates understanding by drawing or discussing the sequence main events.

Tools for Writing LIT 2.24, 2.25 1.24, 1.25

- Identify individual VCOP targets for writing.
- Collect VCOP suited to information writing.
- Quick writes to apply grammar skills

Tools for L&T 2- 09a, 2-02a, 1-09a, 1-02a

Demonstrate active listening skills and contribute ideas to class and group discussions

Enjoyment and Choice(Reading) LIT 2-01a, LIT 1-01a

ERIC every morning

Selecting book from library

Reading aloud in Reading Groups

Enjoyment and Choice (Writing) LIT 2-20a, LIT 1-20a

Free Writing

Enjoyment and Choice (Listening and Talking)

LIT 2-01a, LIT 1-01a

- Find an approximate total/ difference of 2 digit numbers by rounding to nearest ten.

MNU 1-01a

- Place one and digit number on an empty number and identify nearest.
- Round number to the nearest 10

Learning Experiences

- Consolidate with online games and human number lines.
- Complete textbook/worksheet and real-life problem examples

Addition and Subtraction MNU2-03a

- Apply number bonds to larger numbers to multiples of 10 and 100. ($3 + 7 = 10$, $30 + 70 = 100$, $300 + 700 = 1000$, $10 - 7 = 3$, $100 - 70 = 30$ etc
- Use partitioning to add and subtract numbers 3 and 4 digit numbers
- Begin to solve simple real life problems using mental strategies and chimney sums

MNU1-03a

- Recall number bonds 0-20
- Use mental strategies such as recall number bonds and empty number line to count on and back when adding and subtracting 2 digit +2 digit numbers.
- Consolidate understanding of chimney sums to add and subtract two 2 digit numbers and a 2 digit and 3 digit number.

Learning Experiences

- Daily 10 addition and subtraction mental maths.
- Use concrete materials and jottings to explain how answer was worked out
- Show me white boards activities to consolidate
- Textbook and practice sheets for independent work.

- Sharing library book with others

- HAM activities/Games for consolidation

Expressive Arts

Curriculum organisers and E&O codes

Art – EXA 2-02a, EXA 2-04a

Learning experience

- Create drawings/collage of landscape features and animals with their habitats.
- Use modelling clay

French

Listening and Talking – MLAN 2-03a & MLAN 2-03b

Participate in role plays using known greetings and asking and replying to questions g how people feel, names, age and talking about the weather. Presenting simple weather forecast .

Four corners' Games to reinforce, cognise and use vocabulary.

Using numbers to 30 to play games such as lotto/ 21.

IDL TOPIC : Scottish Wildlife

UNCRC – Article 12 – Respect for children's views
Article 14- Freedom of thought, opinions
And religions

Technologies

Curriculum organisers and E&O codes

Digital Literacy TCH 2-01a

- Log on to Glow independently and follow step by step instructions to fully log off Glow
- Independently name files and organise into named folders within One Drive in Glow

TCH2-02a

- Develop more efficient ways to search for information using child friendly search engines such as Kiddle.

Social Subjects

People, Place and Environment SOC 2-07a

- Explore geographical features by examining photographs and Google earth images of Scotland and Pitlochry.
- Identify and describe geographical features
- Watch information video how they formed to create habitats for different wildlife.
- Match animal/plant to habitat

Introduce Global Goal 15 – Life on Land and Global Goal 14- Life Below Water

Religious and Moral Education

Christianity Beliefs- RME 2-01a, World Religions – RME 2-04aa

- Explore religious beliefs linked to animals, plants and their habitats
- Compare creations stories from Christian, Islamic and Hindu Holy texts. Discuss similarities and differences between each story.
- Create a comparison chart to help identify similarities and differences.
- Create class display linked to sacred texts from Christianity, Islam and Hinduism how are they structured .

Science

SCN 2-01a, ,– Biodiversity and Interdependence

- Classify Scottish living things according to their characteristic eg– mammals, reptiles, amphibians, fish, plants, birds or invertebrates and vertebrates or endangered/extinct.
- Use branched keys to help identify unfamiliar animals/ Identify the variety of plant life in Topfield, Playground .

SCN 2-02a

- Investigate food chains and webs featuring familiar wildlife and identify using the source producers, consumers, decomposers between plants, animals and discuss what happens at each stage.
- Explore What if. Scenarios to explore interdependence '
- Explore interdependence between species Food chains and string/Jenga food webs
- Create own food chains/weband explain what happens at each stage using correct terms.

Focusing Integrity Adapting Initiative Communicating Feeling Collaborating Curiosity, Creativity Sensemaking Critical Thinking

Pupil / Teacher Collaborative

What do pupils already know?

Desert, rainforest, polar lands are habitats.

Some animals are extinct like dinosaurs and mammoths.

There is a RED List of Scottish animals that are endangered.

There is a lots of different types of animals, vertebrates, mammals, birds, fish.

Questions

Big Questions

Why do you think Scotland is home to so many different kinds of wild animals?

I wonder what would happen if there were no plants in Scotland.

Pupil generated

What animals are on the red list?

Why are some animals endangered?

Where do squirrels, otters, emperor moths live?

What do.....eat?

Why has that chicken got a beard? (Capercaillie)

How many babies do otters, beavers, red squirrels, osprey have?

Which animals are meat eaters and which animals are plant eaters?

Why can I see lots of rabbits but I haven't seen an otter?

How will we find answers to our questions?

(Pupil generated)

Books and internet research

Asking adults like zookeepers, vets, SPPCA, countryside rangers.

Farmers, gamekeepers.

John Muir Trust