Maths and Numeracy

Estimation and Rounding

- I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. MNU 2-01a

Number and Number Processes

- Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a

Shape, Position and Movement

- Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a
- Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. MTH 2-16b
- I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. MTH 2-16c
- I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a
- Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c

Health and Well Being

Substance Misuse

- I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a

Relationships, Sexual Health and Parenthood

- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b
- I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b

Physical Education

- Football (Mrs Leck)
- Fitness

Literacy and English

Listening and Talking

- As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a
- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

Reading

- I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a
- To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a

Writing

- 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 can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a

Learning in Context: Bridges Class: P7VM | Planning Block: Aug – Oct 2026 Name: V Marshall | Pitlochry High School

Expressive Arts

Art & Design

- have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a
- can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a
- Mr Maitland

Music - Mrs Richardson

French

Classroom Routines
Talking about and describing Families

IDL TOPIC : Bridges

Technologies

Digital Literacy

- can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a

Craft, Design, Engineering and Graphics

- I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a

Social Subjects

Religious and Moral Education

Christianity: Vales and Issues

- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b
- I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c

Development of Beliefs and Values

- I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b
- I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d

Science

Forces, Electricity and Waves

- By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a
- have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a

Creativity | Applying oneself | Problem solving | Working with others | Analysing and evaluating | Leadership

Pupil / Teacher Collaborative

What do pupils already know?	Questions *(Pupil generated*	How will we find answers to our questions? *(Pupil generated)*
• The Battle of Stirling Bridge was during the Wars of Independence. The bridge collapsed during the battle. • London Bridge lifts up in the middle to let ferries and cargo bots to pass • Bridges can be made of wood, steel, bricks • There are three bridges from Fife to Edinburgh • There are bridges all over the world. • People and vehicles go on the bridges • Suspension and Arch are two exampled of bridges • Bridges are regularly inspected • The Golden Gate bridge is in America	- What would the earth be like if there were no bridges? - What would bridges be like if they could go to the moon? - How do bridges carry the vehicles? - Who invented the first bridge? What is the oldest bridge? - Where is Billy Goats Gruff/the fairytale bridge? - What is the tallest bridge in Europe? - How do bridges not break? What are the chances of a bridge breaking? - How long does it take to make a bridge? - How can you tell if someone was pushed off a bridge in olden times? - How do bridges get split in half and lift up? - How long did it take to make the Golden Gate bridge? - What is the newest bridge? - What is the most famous bridge called? Where is it? What does it look like? - Can you buy a bridge? If so, how much is it? - What are the smallest and biggest bridges? - Is there a diamond bridge? - How did London Bridge fall down (from the song)? - What is the most famous bridge in the UK? - Why were bridges invented? - What is the most walked on bridge in the world? - Has there been any heists or crimes about a bridge?	• Online searches • Books • Ask someone who may know