

Literacy



Working within Second/Third Level, pupils will:

Writing

- Identify a dependant and independent clause within a sentence.
- Explore simple and compound sentences.
- Learn to write different types of complex sentences (using co-ordinating conjunctions, subordinating conjunctions, and relative pronouns).
- Identify and write different sentences of increasing complexity. For example, command, exclamation, statement, and question.
- Create different types of questions and provide written answers quoting a single piece of evidence.
- Practise use of commas in writing when exploring more complex sentence structures.
- Practise using possessive apostrophes.
- Revision of commas in contractions, for example, *can't* and *don't*.

Reading

- Select texts for enjoyment and engage with a chosen text for a sustained period.
- Give a personal preference for a variety of texts, authors or sources and support this with evidence from the text.
- Confidently create key questions to identify information they need to find in a text.
- Scan texts to find key information.
- Use a glossary, contents pages, index, heading and subheadings, and visual organisers to find information.
- Find and select information from a range of sources.
- Ensure information is relevant and consider the reliability of the information found.
- Create their own heading and subheadings to sort and organise notes.
- Paraphrase information from a text and include a simple quote to extend their understanding of a topic or issue.

Listening and Talking

- Describe how well a text or source meets needs and expectations.
- Contribute regularly to group discussions, offering relevant ideas, knowledge or opinions with supporting evidence.
- Build on the contributions of others, for example, by asking or answering questions, clarifying points, supporting or challenging opinions or ideas.
- Use eye contact, body language, pace and tone to enhance communication.

How you can help at home

- Encourage reading for enjoyment at home.
- Have conversations about the books that your child is reading at home and in school.
- Watch and discuss non-fiction films or programmes.

Mathematics



Working within Second/Third Level, pupils will:

Place Value

- Explain the link between a digit, its place and its value including decimal fractions.
- Count forwards and backwards from any given starting point.
- Round whole numbers and decimals to a specific decimal place.
- Add and subtract multiples of 10, 100 or 1000 to or from any whole number or decimal fraction.

Addition and Subtraction

- Consolidate mental strategies in order to add or subtract two and three- digit numbers.
- Consolidate written strategies in order to add or subtract 2, 3, 4, 5 and 6-digit numbers.

Angles, Symmetry and Transformation





- Identify, estimate and measure angles accurately using a protractor.
- Draw acute, obtuse and reflex angles accurately using a protractor.
- Interpret scale to read a map.
- Plot coordinates using accurate coordinate notation.
- Identify and draw lines of symmetry on 2D shapes.
- Create symmetrical patterns, with or without technology.

Time

- Read and record time in both 12- and 24-hour notation and convert between the two.
- Convert between seconds, minutes and hours.
- Apply knowledge of time to plan activities using more than one timetable.
- Calculate time taken for a journey, given the speed and distance.

How You Can Help at Home

- Encourage your child to explore games on Sum Dog and BBC bitesize. Mathsisfun.com can be used to help explain concepts and processes.

<p>Health & Wellbeing</p> 	<p><u>Mental, Emotional and Social Wellbeing</u> Working within Second Level, pupils will:</p> <ul style="list-style-type: none"> • Revise prior learning about 'The Zones of Regulation'. • Self-identify feelings, energy and levels of alertness. • Identify, practise and utilise regulation and wellness tools/strategies. • Build positive decision making and problem-solving skills. • Practice whole school techniques aimed at building resilience. <p><u>P.E. (Mr Davidson)</u> Working within Second Level, through the context of rugby, pupils will:</p> <ul style="list-style-type: none"> • Move accurately and efficiently whilst carrying the ball. • Perform accurate and controlled passing. • Use and understand defensive and attacking lines. • Accept refereeing decisions and show sportsmanship and fair play. <p><u>P.E. (Mrs MacLennan)</u> Working within Second Level, through the context of hockey, pupils will:</p> <ul style="list-style-type: none"> • Learn how to push the ball with some accuracy, using elements of correct technique. • Stop and control the ball effectively. • Keep control of the ball while dribbling. • Demonstrate some accuracy when aiming for a target. • Know and follow some basic rules of hockey.
<p>Expressive Arts</p> 	<p>Working within Second Level, pupils will:</p> <p><u>Music</u> (Mrs Inglis)</p> <ul style="list-style-type: none"> • Continue to develop their keyboard skills to include performing along with a backing track. • Continue to develop rhythmical accuracy and flow and will focus on their sense of timing (adjusting tempo accordingly). <p><u>Art</u></p> <ul style="list-style-type: none"> • Develop their understanding about the differences between media and how it can be combined to create effects. • Explore a range of modelling media. • Develop their understanding about the concept of depth. For example, being able to create a foreground, a middle ground and a background in a picture.
<p>IDL</p> 	<p><u>Science</u> Working within Second Level, through the context of Space, pupils will:</p> <ul style="list-style-type: none"> • Report collaboratively on the key features of the planets. For example, size, distance from the sun, length of day, length of year, temperature, materials from which they are predominantly made and the number of moons. • Use simple models to communicate understanding of size, scale, time and relative motion within our Solar System, including how solar and lunar eclipses occur. <p><u>Technologies</u> Working within Second Level, pupils will:</p> <ul style="list-style-type: none"> • Store, share and collaborate using an online cloud-based service for example, <i>Glow</i> or other platforms. • Identify the key features of input, output and storage devices. • Select and use applications and software to capture, create and modify text, images, sound and video. • Select the most appropriate digital software to perform a task. • Use search engines to search the internet for specific or relevant information. • Access websites and use navigation skills to retrieve information for a specific task.
<p>Modern Languages</p> 	<p>Working within Second Level, pupils will:</p> <p><u>French</u></p> <ul style="list-style-type: none"> • Consolidate prior learning of greetings, numbers and classroom objects. • Revision of saying and writing sounds in French. • Learn how to describe themselves and family. • Write simple sentences about themselves and their family. • Use connectors (and, because etc.) <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Practise saying numbers to 10. • Share how they are feeling. • Learn to introduce themselves.