

Literacy

Working within Second/Third Level, through the context of our class novel study (*Wonder*), pupils will:

Writing

- Continue to practise opening a sentence using an adverbial phrase.
- Use and identify transition words in sentences and paragraphs.
- Use a comma after transition words or phrases.
- Use a comma when a dependent clause comes before an independent clause.
- Use speech marks and quotation marks accurately.
- Write an alternative ending for a chapter/story.

Reading

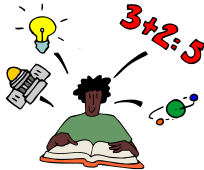
- Read a variety of texts with accuracy, automaticity and expression.
- Recognise the impact that punctuation has on fluency.
- Use appropriate tone when reading conventions of print (bold, capitalisation, slang and italics).
- Compare and contrast key events and experiences of characters.
- Relate events to their own experiences and broader societal issues.
- Make detailed, accurate predictions linking inference of the text with their prior knowledge.
- Consider a range of alternative outcomes or endings.
- Create inferential questions about a text.
- Use the author's word choice and language to infer what is happening, details about the setting, character traits and feelings, and cause and effect relationships.

Listening and Talking

- Select and plan in a logical sequence an experience, or opinion to share with an audience.
- Select and use resources to support communication.

How you can help at home

- Have conversations about out class novel study, 'Wonder'.
- Encourage reading for enjoyment at home.

Mathematics

Working within Second/Third Level, pupils will:

Multiplication and Division

- Consolidate knowledge of multiplication and division facts.
- Multiply and divide whole numbers by any multiple of 10.
- Multiply and divide 2- or 3-digit whole numbers by two-digit numbers, using a range of strategies such as partitioning, grid models and expanded algorithms.
- Multiply and divide decimals to two decimal places by 10, 100 and 1000 and by single digits.

Multiples, Factors and Primes

- Explore patterns and relationships between numbers with concrete materials.
- Use knowledge of factors to continue patterns and solve problems.
- Use knowledge of multiples to continue patterns and solve problems.
- Identify prime numbers and learn how to tell if any number is a prime number.

Fractions, Decimals and Percentages





- Convert between fractions, decimals and percentages fluently by using the correct method.
- Compare and order fractions, decimals and percentages within a list, using a number line to support.
- Solve problems using knowledge of fractions, decimals and percentages.
- Calculate fractions and percentages of an amount.
- Create equivalent fractions and explain the method used.
- Simplify fractions by dividing the denominator and numerator by their highest common factor.

Patterns and Relationships

- Find a missing number in a sequence or calculation.
- Use knowledge of addition and subtraction to create their own number sequence which follows a set rule.
- Explore triangular numbers and explain the rule.
- Continue the Fibonacci sequence and explain the rule.
- Describe, plot and record coordinates of a point within the first quadrant using accurate notation.

How You Can Help at Home

- Encourage pupils to complete their home learning on Sumdog.
- Encourage pupils to work out percentages of amounts i.e. discounts, when out shopping.

<h2>Health & Wellbeing</h2> 	<p>Mental, Emotional and Social Wellbeing Working within Second Level, pupils will:</p> <ul style="list-style-type: none"> • Learn about neurodivergence through the LEANS programme. • Learn about sensory processing in the brain. • Understand that ourselves and others think, feel, act and learn differently due to how our brains process information. • Develop understanding of how a neurodivergent person may experience the world differently to those who are neurotypical. • Suggest ways in which we can adapt all environments to better suit the needs of all. • Continue to engage with our Building Resilience programme, through the theme of 'Keep Connected'. <p>P.E. (Mr Davidson) Working within Second Level, through the context of Athletics, pupils will:</p> <ul style="list-style-type: none"> • Demonstrate the correct techniques for running, jumping and throwing. • Cooperatively and effectively work with others in a relay team. • Develop skills in speed, acceleration, power, balance, control, accuracy and reaction time. • Set personal goals to improve times or distances in events. <p>P.E. (Class Teacher) Working within Second Level, through the context of Gymnastics, pupils will:</p> <ul style="list-style-type: none"> • Perform various leaps, jumps and rolls. • Use a range of gymnastics equipment. • Perform a series of movements in quick succession, linked together to form a sequence. • Work in a group to choreograph and perform a gymnastics routine in time to music.
<h2>Expressive Arts</h2> 	<p>Working within Second Level, pupils will:</p> <p>Music (Mrs Inglis)</p> <ul style="list-style-type: none"> • Develop rhythmical accuracy and flow on the keyboard. • Perform a musical solo on an instrument of their choice. • Use digital technology to improve their composing skills. • Develop vocal skills while singing in harmony, listening and making adjustments to their own voices to create a balanced sound with others. <p>Drama</p> <ul style="list-style-type: none"> • Create, adapt and sustain different roles, experimenting with movement, expression and voice. • Perform in front of an audience as part of the Primary 6 and 7 Panto. <p>Art</p> <ul style="list-style-type: none"> • Create artwork to demonstrate understanding of beliefs and cultural practises during the 'Dia de los Muertos' celebration, showing an awareness and recognition of details. • Design and create costumes, props and staging backdrops for the pantomime performance, using a variety of media and technologies.
<h2>IDL</h2> 	<p>RME Working within Second Level, through the context of Beliefs and Artefacts, pupils will</p> <ul style="list-style-type: none"> • Investigate, describe, explain and express an opinion on at least one belief from Christianity, one World Religion and one belief group independent of religion. • Discuss ways in which beliefs can affect actions. • Investigate, describe, explain and express an opinion, with supporting reasons, on the importance of at least two of the following; a tradition, a practice, a ceremony, a custom, or a way of marking a major life event in Christianity, at least one World Religion, and at least one belief independent of religion. <p>Keeping Myself and Others Safe</p> <ul style="list-style-type: none"> • Practise performing basic first aid procedures through role play. • Explain how to contact emergency services, giving full details of the incident and location. • Discuss travel safety and measures to take to reduce risks. • Explore online communities and demonstrate responsible digital behaviour. • Show awareness of how to keep safe and secure online.
<h2>Modern Languages</h2> 	<p>French</p> <ul style="list-style-type: none"> • Engage in short conversations about their favourite sports. • Write about and give a short presentation about their hobbies in French. • Write about themselves, family and friends, using 'il' and 'elle'. • Describe their village using adjectives such as 'big' and 'small' in French. <p>Spanish</p> <ul style="list-style-type: none"> • Learn and use vocabulary to describe the Mexican tradition of 'Dia de los Muertos'. • Describe the three-day event and the beliefs that surround it. • Describe the celebrations that take place and use the relevant vocabulary to describe significant artefacts used in the celebration.

