

# Curriculum Overview Spring Term Primary 6

## Literacy



Working within their level, pupils will:

### Reading:

- Practise reading with fluency, understanding and expression using appropriate pace and tone.
- Consolidate the use of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- Further develop the use of resources such as a dictionary or thesaurus to increase vocabulary independently.
- Distinguish between fact and opinion with appropriate explanation.
- Recognise techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.
- Identify which sources are most useful/reliable.

### Writing:

- Use poetry as a stimulus to write a poem or text.
- Make deliberate use of descriptive vocabulary.
- Use literary techniques such as personification, rhyming and repetition for effect.
- Use subordinating conjunctions (time, cause, concession, comparison, place, manner, purpose) to separate clauses within a complex sentence.

### Talking & Listening:

- Recite a Scots poem with fluency, expression and confidence, considering volume and pace.
- Be a respectful audience by listening to others recite their poems and provide constructive feedback.
- Identify the difference between fact and opinion with suitable explanation.
- Continue to respond to what others have to say by giving feedback and asking questions.

### How You Can Help at Home

- Listen to your child reciting their Scots poem and give them constructive feedback.
- Continue to encourage reading for pleasure at home.

## Mathematics



Working within their level pupils will:

### Fractions, Decimals and Percentages

- Explain what a fraction is and explore the link between fractions, decimals and percentages.
- Calculate a percentage of an amount using mental and written methods.
- Convert fractions into equivalent fractions, decimals and percentages, and vice versa.
- Compare and order fractions, decimals and percentages using equivalence.
- Calculate a fraction, decimal fraction and percentage of a whole number.

### Time



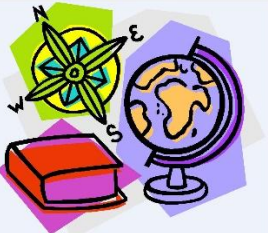

- Tell the time on 12 hour digital and analogue clocks.
- Tell the time on 24 hour digital clocks, relating this to 12 hour times.
- Explore how people plan and make decisions about their time and how this is recorded.
- Estimate and then measure how long tasks or events will take and what can be achieved in a given time period.

### Measure

- Use common units of measure, converting between related units of the metric system and carry out calculations when solving problems.
- Read scales/units of measure accurately.
- Look at how scale can be used to help represent objects in drawings, plans and maps.

### How you can help at home

- Investigate the price deals on offer in shops. e.g. 50% off or 1/3 off.
- Encourage your child to explore maths games on Sumdog and Nrich websites.

<h2 style="text-align: center;">Health &amp; Wellbeing</h2> 	<p><b>P.E. (Mr Davidson)</b> Working within Second Level, through the context of <b>Basketball</b>, pupils will:</p> <ul style="list-style-type: none"> <li>• Pass accurately to retain possession.</li> <li>• Move effectively on the pitch in attack to receive a pass.</li> <li>• Block and pick safely and successfully.</li> <li>• Shoot accurately and successfully at the basket.</li> </ul> <p><b>P.E. (Class Teacher)</b> Working within Second Level, through the context of <b>Fitness</b>, pupils will:</p> <ul style="list-style-type: none"> <li>• Practise, consolidate, and refine their skills to improve their performance.</li> <li>• Develop and sustain their levels of fitness.</li> </ul> <p>Working within Second Level, pupils will: <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Continue to work on whole school Building Resilience Programme with a Respect Yourself focus.</li> <li>• Explore the difference between needs and wants.</li> <li>• Learn that different people have different needs.</li> <li>• Explore fairness in the classroom, with a particular focus on neurodiversity.</li> </ul>
<h2 style="text-align: center;">Expressive Arts</h2> 	<p>Working within Second level, pupils will: <b>Music (Mrs Inglis)</b></p> <ul style="list-style-type: none"> <li>• Think about mood and atmosphere and express ideas and feelings through musical activities.</li> <li>• Children will begin to combine their knowledge of the musical elements to create a specific response in the listener.</li> <li>• Pupils will listen to a range of music and will need to communicate and express their own thoughts and feelings.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Within the context of the local area, create images to explore ideas, thoughts and feelings.</li> <li>• Show understanding of the concept of depth.</li> </ul>
<h2 style="text-align: center;">Social Science</h2> 	<p><b>Working within the theme of 'Local Community'</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Be able to explain how the needs of a group in the local community are supported.</li> <li>• Explore their local area and present information on different places to live, work, relax and visit.</li> <li>• Compare and contrast the lifestyle and culture of citizens in another country with those in Scotland.</li> </ul>
<h2 style="text-align: center;">Modern Languages</h2> 	<p>Working within Second Level, pupils will: <b>French</b></p> <ul style="list-style-type: none"> <li>• Consolidate prior learning and vocabulary in French.</li> <li>• Learn and write the French alphabet.</li> <li>• Begin to use a French dictionary and create a class dictionary of French vocabulary.</li> </ul> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Learn basic greetings such as Hello, Good-bye, please and thank-you and numbers to 20.</li> </ul>