

Numeracy

Children will work within their capabilities  
(10,000 or 100,000 or 1,000,000 or beyond)

**Multiples, Factors & Prim****Second Level**

- Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a**

**Multiplication & Division****First Level**

- I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**

**Second Level**

- 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**
- Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MTH 2-03c**

**Decimals****Second Level**

- I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b**

**Properties of 2D Shape & 3D Objects****First Level**

- I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**
- I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. **MTH 1-16b**

**Second Level**

- 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**

**Angles, Symmetry & Transformation****First Level**

- I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17**
- I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. **MTH 1-18a**
- I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**

**Second Level**

- I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. **MTH 2-17a**
- I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. **MTH 2-17b**
- 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**

Literacy**Reading**

Reading will be carried out in groups with each group focusing on its own novel.

- Children will progress through their book and complete task maps to aid their comprehension.
- Children will continue to focus on a reading strategy each week (making connections, predictions, monitoring, questioning, summarising, visualising) and complete follow up tasks based on the strategy.
- Children will have their own personal reader which they can read at home and in class for enjoyment and fluency.
- Children will take part in whole class reading time for pleasure for 6 minutes a day

**First Level**

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a**
- I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a**
- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**
- I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

**Second Level**

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**
- I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a**
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**
- I can: • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. **ENG 2-19a**

**Spelling**

Spelling will focus on developing and consolidating children's knowledge of phonemes and the different grapheme representations.

Learning will also involve, spelling rules and growing words by adding suffixes and prefixes.

In class, children will be supported to generate word lists, with spelling lists being given appropriately for practice.

Pupils will practice their spelling words through the Kaligo app and a spelling grid once a week.

**First Level**

- I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

**Second Level**

- I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

- Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. **MTH 2-17d**
- I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a / MTH 3-18a**

- I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. **MTH 2-19a / MTH 3-19a**

### Money

#### First Level

- I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a**
- I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b**

#### Second Level

- I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**

I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b**

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c**

### Handwriting

Pupils will practice their handwriting using the Kaligo programme.

Kaligo will help the children to improve their letter formation, presentation of work as well as aid their spelling.

#### First Level

- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**

#### Second Level

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

### Writing

Children will write in various formats and linked to their Healthy Me topic:

#### First Level

- I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**
- Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

#### Second Level

- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**
- I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**
- I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**
- Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a**

### Grammar

Children will write in various formats and linked to their Healthy Me topic:

#### First Level

- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**
- Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a**

#### Second Level

- In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**
- Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**

**Context for Learning**

*Our context for learning is Our Community. The pupils have come up with key questions that they would like to learn about:*

- What does the map of King Edward look like?
- Has the weather always been the same in our community?
- How does wind work?
- When and why were the memorials in Banff & Turriff made?
- When & how were Turriff, Macduff & Banff discovered?
- How has King Edward primary changed?
- How is our landscape used in our local community?

**First Level**

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland's history. **SOC 1-02a**

I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**

Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a**

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a**

By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. **SOC 1-11a**

By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. **SOC 1-12a**

By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

Having explored the landscape of my local area, I can describe the various ways in which the land has been used. **SOC 1-13a**

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a**

By investigating how water can change from one form to another, I can relate my findings to everyday experiences. **SCN 1-05a**

I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. **SCN 1-16a**

By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. **RME 1-01b**

Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-03a**

**Second Level**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology. **SOC 2-02a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

I can describe the major characteristic features of Scotland's landscape and explain how these are formed. **SOC 2-07a**

I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**

By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate discussing the impact on living things. **SOC 2-12a**

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a**

I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. **SCN 2-05a**

By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. **SCN 2-07a**

By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. **SCN 2-15a**

I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. **SCN 2-16a**

By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. **SCN 2-16b**

I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a**

I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. **RME 2-03a**

**Physical Education**

In PE, Mrs Duncan will focus on gymnastics.

**First Level**

I am discovering skills and techniques and improving my level of performance and fitness **HWB 1-21a**.  
I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practice and improve my skills to develop control and flow **HWB 1-22a**.

I can recognize progress and achievement by discussing my thoughts and feelings and giving and accepting feedback **HWB1-24a**  
**Second Level**

I practice, consolidate and refine my skills to improve my performance, I am developing and sustaining my level of fitness. **HWB 2-22a**  
By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further **HWB 2-24a**

#### **Health & Wellbeing**

Bounce Back will be used to focus on being winners and the different ways we can achieve by goal setting and having a positive attitude.

#### **First Level**

Through taking part in a variety of events and activities, I am learning to recognize my own skills and abilities as well as those of others. **HWB 1-19a**

#### **Second Level**

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

#### **HWB 2-19a**

#### **Outdoor Learning**

Outdoor Learning will continue to run fortnightly, focussing on team-work, problem solving and resilience. Pupils will complete activities for the RSPB Wild Challenge Award.

#### **Expressive Arts**

Our Expressive Arts focus this term will be on Art & Design. Activities will be linked to the "Our Community" topic and based on weather, mapping, and landscaping.

#### **First Level**

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

#### **Second Level**

I 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**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

#### **Digital Technologies**

Pupils will develop the following technology skills:

#### **First Level**

- I 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**
- I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. **TCH 1-14 a**
- I can demonstrate a range of basic problem-solving skills by building simple programs to carry out a given task, using an appropriate language. **TCH 1-15 a**

#### **Second Level**

- I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a**
- I can explain core programming language concepts in appropriate technical language. **TCH 2-14a**
- I can create, develop and evaluate computing solutions in response to a design challenge. **TCH 2-15a**

#### **1 + 2 Modern Languages**

Pupils will continue to use French language as part of their daily routines. Pupils will learn how to have conversations in French and use new vocabulary based on their family, pets and

#### **First Level**

- I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b**
- I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 1-02b**
- With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**
- With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13**

#### **Second Level**

- I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. **MLAN 2-01b**

Term 3 2023-2024



Learning Leaflet P4-7

- I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**
- I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**