



ST GEORGE'S
EDINBURGH

JUNIOR SCHOOL

Curriculum

PRIMARY 1-5



Welcome

Your Child's Learning Journey

As your child embarks on their primary school education, we understand you may have questions about the curriculum – this overview helps to guide you through their educational journey on a term by term basis. This curriculum overview serves as a guide to the educational experiences we cultivate for your children, highlighting the knowledge, skills, and values they will acquire throughout the year.

Our curriculum is designed to cater to the individual needs and strengths of each child, whilst upholding the highest educational standards. Alongside our planned learning experiences we also ensure that teachers plan responsively; this is a dynamic process.

Within this overview, you will find information about the core subjects covered across each year group, specific learning intentions, and the skills each pupil will develop as they progress.

“Knowledge, skills, and confidence – the St George's curriculum unlocks a child's true potential.”

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****This curriculum is agile and therefore subject to change as we respond in real-time to the needs of our current pupils.***

Primary 1

Overview: August - October

Health & Wellbeing

- To develop table manners.
- To explore new foods.
- To understand that food is necessary to help us grow.
- To understand that food comes from different places e.g. a farm and different countries, not just a supermarket.
- To be able to follow simple hygiene routines.
- To talk about our feelings.

Outdoor Learning

- Unstructured play in purpose-built P1 outdoor learning area.
- Outdoor visits to people who help us
- Visit and 'interview': our school nurse, our kitchen staff and our gardener.
- Identify the season, the weather and appropriate clothing to wear.
- Letter sound hunt.

Science

- To explore materials.
- To give reasons for appropriate use of materials for a variety of purposes.





Numeracy & Mathematics

Number

- To count objects (1-10).
- To write, recognise & read the numerals 0-10.
- To identify missing numbers.
- To count forwards and backwards in 1s.
- To sequence/order numbers up to 10 and beyond.
- To identify which is the bigger or smaller of two numbers or groups within 20.
- To understand the terms: most/least.
- To recognise and identify properties of 2D shapes.
- To begin to explore properties of 3D shapes.

Inter-disciplinary Learning

All About Me

- I can identify the support system in my local environment and develop an awareness of people who help me.

Literacy & English

Spelling & Writing

- To write and recognize the following sounds: s, t, a, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, j.
- To form the single sounds correctly.
- To understand that words are made up of sounds.
- To begin to write CVC words.
- To use my sound knowledge in a variety of different contexts.

Listening & Talking

- To discuss stories.
- To talk in groups.
- To talk about feelings and opinions.

Reading

- To share and discuss favourite stories.
- To use picture clues to recognise relevant information.
- To gather simple information from signs, labels and notices around the classroom and school.
- To recognise the single sounds correctly
- To begin to read CVC words.
- To choose my own book from the library independently.



Overview: November - December



RME

- To talk about why Christians celebrate Christmas.
- To explore the Hindu festival of Diwali.

Outdoor Learning

- To participate in a 2D and 3D object hunt outdoors.
- To participate in experiments which explore the concepts of friction and gravity.

ICT

- To revise logging on and off devices independently.
- To develop basic word processing skills.
- To use Tux Paint to develop mouse control.

Health & Wellbeing

- To explore the concept of giving and sharing.

Science

- To understand that 'pushing' and 'pulling' are forces.
- To develop an understanding of how forces can make things move.
- To know that magnets have 2 poles: North and South.
- To understand that magnets respond to each other and other materials.
- To contribute to the design of a game using magnets.
- To understand that forces such as gravity and friction can have an impact on moving objects.



Literacy & English

Spelling

- To read and write consonant blends cl, fl, gl, pl and sl.
- To spell words from weekly spelling list.
- To find information from text using word decoding strategies and picture clues.
- To recognise some of the P2 high frequency words.
- To recognise the days of the week and the months of the year and begin to write them.

Listening & Talking

- To listen carefully to stories being read to me.
- To give a relevant response within a group discussion.
- To talk readily about my own experiences.
- To tell a simple story through drama.

Grammar & Punctuation

- To understand the following: capital letters, common nouns, proper nouns, plurals & a and an.
- To understand what an adjective is and use it to describe a character.
- To up-level a sentence using adjectives.
- To use capital letters, finger spaces and full stops.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write from personal experiences.
- To write a simple letter.
- To write an imaginative story.
- To check over my work.

Numeracy & Mathematics

- To be able to order, read and write numbers to 20, including word numbers.
- To identify numbers before, after and between (up to 20).
- To identify and list odd and even numbers.
- To sequence numbers to 100 for example 2s, 5s and 10s.
- To recite number to 20 and identify missing numbers in addition and subtraction sequences.
- To have rapid recall of doubles to 20.
- To develop recall of subtraction facts from 11 - 20.
- To revise common 2D and 3D shapes and explore the associated properties.
- To explore the properties of a hexagon.
- To use positional language to create 3D models.
- To investigate 2D shape patterns.



Overview: January - March

RME

- To be familiar with some stories from the Bible.
- To understand that stories can have important messages.
- To learn about various festivals in this term - Lunar New Year, Ramadan and Eid.

Science

- To list the 5 senses.
- To give examples of how the senses are used to detect information.
- To record by: drawing pictures, making lists, making pictorial charts and writing captions.
- To share my new knowledge with my class.

Health & Wellbeing

- To respect people's choices in what they like and dislike.
- To keep ourselves safe at home, school and in the local community.

Outdoor Learning

- To take part in a digraph sound hunt.
- To use our imagination with objects and items in our outdoor space.



Literacy & English

Listening & Talking

- To listen to and follow instructions.
- To listen to and discuss stories.
- To listen to information and show that I understand it.
- To listen when someone else is talking and wait for my turn.
- To talk about feelings and opinions.

Reading

- To recognise & use digraphs: ng, oo, ch, sh, th, ou, oi, ue, er, ar.
- To know the difference between vowels and consonants.
- To read CVC words with known digraphs.
- To use my knowledge of sight vocabulary, phonics, context clues to predict what a story is about.
- To be able to read high frequency words
- To make predictions and discuss how a character is feeling.
- To pick out important parts of the story.
- To sequence a story.
- To be able to use picture clues to recognise relevant information.

Writing

- To be able to write CVC words and words containing known digraphs.
- To start spelling 'tricky' words and high frequency words correctly.
- To be able to write sentences containing finger spaces, capital letters and full stops.
- To spell some tricky words, e.g. I, the, he, she, me, we, be, to, do.
- To be able to write from personal experience, including stories, letters and poems.
- To create an information poster.



Numeracy & Mathematics

Number

- To count forwards and backwards to 20.
- To be able to record an addition calculation with dots or numerals.
- To be able to count on from a larger number.
- To read the number names to ten.
- To understand the terms more than, after, less than & before.
- To double within 20.
- To count in 2s & 10s.
- To begin to understand ordinal language.
- To know names of the days of the week and their order.

Measure

- To understand the terms longer/shorter and bigger/smaller.
- To be able to measure using non-standard units (e.g. paper clips, straws, hand spans, cubes).
- To be able to use mathematical vocabulary correctly and in relevant contexts.
- To be able to order by size.
- To be able to sort/construct by given criteria.

Time

- To revise the days of the week and their order.
- To recognise o'clock times on an analogue clock.
- To set o'clock times on an analogue clock.

Overview: April - June

RME

- To be familiar with some stories from the Bible.
- To be familiar with some stories related to Eid.
- To understand that stories can have important messages.

Science

Life Cycles

- To understand simple life cycles: e.g. butterfly.
- To outline observed changes in animals which indicate growth and maturation.
- To name some of the stages during metamorphosis of a butterfly.

Materials

- To recognise living and non-living things.
- To identify simple properties of materials.
- To make links between properties of materials and their uses.

Health & Wellbeing

- To be able to follow simple hygiene routines.
- To learn to treat everyone respectfully and play nicely in the playground.

Outdoor Learning

- To take part in an environmental number hunt.
- To observe living things.
- To take part in nature walks.
- To use measuring skills in an outdoor environment.
- To explore sand and water through free play.



Literacy & English

Listening & Talking

- To listen to and follow instructions.
- To listen to and discuss stories.
- To listen to information and show that I understand it.
- To talk about feelings and opinions.

Reading

- To revise single sounds and digraphs.
- To revise vowels and consonants.
- To read CVC words and words with known digraphs.
- To use my knowledge of sight vocabulary, phonics, context clues to read 'tricky' words.
- To be able to read high frequency words.
- To link stories to my own experiences and interests.
- To make predictions and discuss how a character is feeling.
- To pick out important parts of the story.
- To sequence a story.
- To be able to use picture clues to recognise relevant information.

Writing

- To be able to write independently.
- To use capital letters, finger spaces and full stops in writing.
- To be able to write from personal experience.
- To write a diary (life cycle of a butterfly).
- To write imaginatively.
- To learn 5 or 6 tricky common words each week.



Numeracy & Mathematics

Number

- To revise addition and subtraction facts to ten.
- To continue working on addition and subtraction.
- To revise numbers to 20.
- To revise that a teen number is a composition of ten and some units.
- To be able to count forwards and backwards in 1s, 2s and 10s.
- To revise odd and even numbers.
- To recognise numbers up to 100 and to be able to compare and order them.
- To be able to count on from the larger number.
- To read number names to ten.
- To use mathematical vocabulary correctly and in relevant contexts.

Measure & Patterns

- To understand the terms longer/shorter, heavy/light and more/less.
- To be able to measure using non-standard units (e.g. paper clips, straws, hand spans, cubes).

Time

- To be able to recognise o'clock times on an analogue clock.
- To set o'clock times on an analogue clock.
- To recognise o'clock times on a digital clock.
- To be able to recognise half past times on an analogue and then digital clock.

Primary 2

Overview: August - October



Inter-disciplinary Learning

Social Studies / Science

- To sort old and new toys.
- To understand that toys from the past were made from different materials and to be able to identify some of these materials.
- To recognise that toys move in different ways and use different technologies.
- To explore interactive toys.

Skills Focus

- To develop observational and prediction skills
- To develop idea of planning and carrying out activities
- To record results accurately on worksheets

Outdoor Learning

- Autumn walk.
- Outdoor art.

Health & Wellbeing

- Exploration of feelings and emotion words using the Emotions Works programme.
- Focus on empathy, kindness and citizenship.

RME

- Christianity: The story of David and Goliath.
- Harvest.

ICT

- Logging on and off independently.
- Developing basic word processing skills.
- Using search engines to find specific topic-related information.





Literacy & English

Spelling

- To develop my knowledge of letter patterns and spelling rules. (Jolly Grammar: sh, ch, th, ng, wh, ar, ay within days of the week).

Listening & Talking

- To listen carefully to stories being read to me.
- To talk with confidence in front of my peers and in a group setting.

Grammar & Comprehension

- To understand how to structure a sentence.
- To use adjectives to describe a character.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write for a variety of purposes: personal, functional, and imaginative.
- To sequence words and pictures.

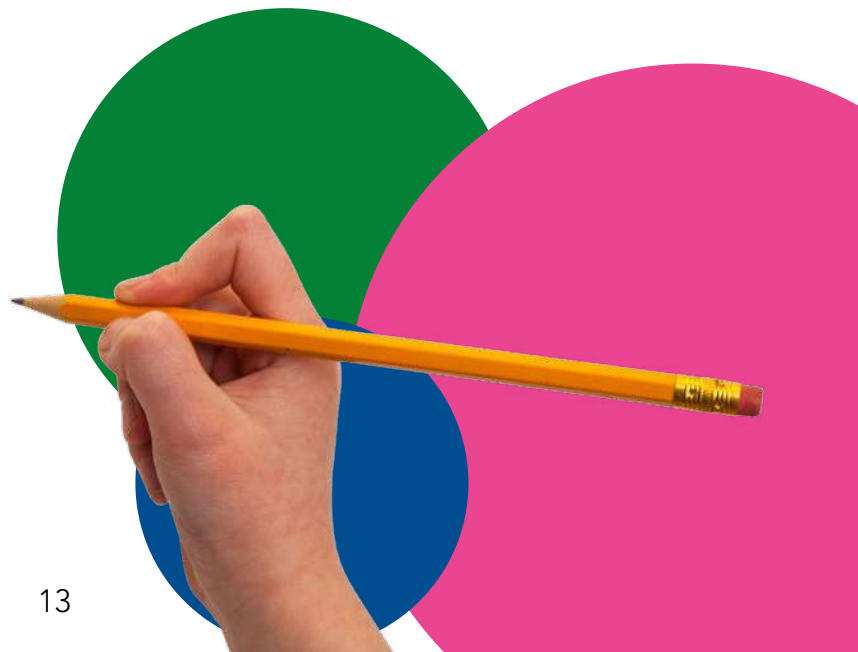
Numeracy & Mathematics

Number

- To be able to count to 20 and beyond.
- To consolidate addition skills within 10.
- To recall addition facts to 10.
- To add within 20 with a particular focus on: doubles and near doubles to 20 and addition facts 11 – 20.
- To identify missing numbers in addition sequences.

Information Handling

- To read and create simple bar charts.
- To collect and organise data.



Overview: November - December



RME

- To develop familiarity with some stories from the Bible.
- To develop an understanding of why Christians celebrate Christmas.
- To develop an understanding of the Hindu festival of Dussehra and Diwali.

Outdoor Learning

- To have opportunities for unstructured play in our purpose-built P1 outdoor learning area.
- To take part in autumnal and winter walks.
- To use natural materials within counting activities.
- To take part in letter and sound hunts across the school grounds.
- To engage in outdoor crafts.
- To observe birds.

**wellies required this term*

Health & Wellbeing

- To develop an understanding of fairness.
- To develop an understanding of the importance of sharing and caring.
- To show consideration of other and accept responsibility for our actions.
- To recognise and celebrate what makes us unique.

Science

- To tell the difference between day and night animals.
- To know the meaning of the following words: nocturnal, diurnal, bird of prey, predator, camouflage and owl.
- To identify what owls eat.
- To share my knowledge of owls with my class and in front of an audience.



Numeracy & Mathematics

Number

- To understand the terms: more than, after, one more and one less.
- To add objects, numbers and dice dots within 10.
- To record an addition calculation with dots, then numerals.
- To add two collections of money (counting in ones using pennies).
- To recognise the + and = sign.
- To talk about different words for +
- To understand the + 0 and + 1 rule.
- To know the addition facts of 4 through to 10.
- To know doubles within 10.
- To recognise and name 3D shapes.
- To classify shapes by simple properties.
- To sort shapes into groups according to properties.
- To make 2D shape pictures.



Literacy & English

Spelling & Writing

- To explore sounds, letters and words, discovering how they work together.
- To understand that words are made up of sounds.
- To form the single sounds and digraphs correctly.
- To understand that words are made up of sounds.
- To write CVC words.
- To use my sound knowledge in a variety of different contexts.
- To write simple sentences containing a capital letter, finger spaces and a full stop.
- To attempt to spell some 'tricky words' such as: them he, she, me, we, to and do.

Listening & Talking

- To listen to and follow instructions.
- To listen to and discuss stories.
- To listen to information and show that I can understand it and use it.
- To talk clearly and audibly in front of an audience and contribute to class discussions.
- To talk about feelings and opinions.

Reading

- To recognise single sounds correctly.
- To identify new sounds: w, v, y, x and qu.
- To recognise digraphs: ai, oa, ie, or, ng, oo, ch, and sh.
- To use my knowledge of sight vocabulary, phonics, context clues to read 'tricky words'.
- To link stories to my own experiences and interests.
- To make predictions and discuss how a character is feeling.
- To pick out important parts of a story
- To sequence a story.

Overview: January - March



Science

Forces

- To find out which material will make the best reflective strip to keep Mr Grinling safe.
- To make a pulley system to move Mr Grinling's lunch from A to B.

RME

- To develop a knowledge of Sikhism.
- To explore Bible stories which link to good choices.
- To develop an appreciation for the various festivals in this term: Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class.

Health & Wellbeing

- To recognise that individuals have a unique blend of abilities and needs.

Inter-disciplinary Learning

- To understand what is required for a balanced and healthy diet.
- To name the 5 food groups.
- To know how to care for teeth.
- To develop a simple understanding of the digestion system.
- To understand how a food chain works.
- To know the terms: solid, liquid and gas.
- To describe how solids and liquids change with heating and cooling.
- To understand that some changes are reversible (water, chocolate) and some irreversible (egg).



Numeracy & Mathematics

Number

- To count, order, read and write numbers to 100.
- To identify numbers before, after and between up to 100.
- To sequence to 100 – number patterns e.g. 2s, 5s and 10s.
- To compare and estimate to 20.
- To know number bonds to 20.
- To identify missing numbers in addition and subtraction sequences.
- To use place value with Tens and Ones.
- To use coins 1p, 2p, 5p, 10p, 20p, 50p, £1, £2.
- To add coins to £1.
- To know ways to make different amounts.
- To revise recognition of a single line of symmetry.
- To create patterns with one line of symmetry, using a mirror (reflecting shape and colour).
- To find patterns and shapes in the wider environment that are symmetrical.



Literacy & English

Spelling

- To read and write consonant blends bl, fl, cl, gl, pl, sl ss/zz, ck (from last term).
- To read and write vowel sounds, a-e, i-e, o-e, u-e, ay, ea and ai.

Grammar

- To identify proper & common nouns, adjectives, pronouns & verbs.
- To order words alphabetically.

Writing

- To use capital letters, finger spaces and full stops.
- To write for a variety of purposes - personal, imaginative and instructional.
- To sequence words and pictures.

Listening & Talking

- To listen to texts and respond relevantly in group discussions.
- To talk readily about own experiences.
- To tell a simple story through drama.

Reading

- To continue to develop fluency and expression when reading aloud.



Overview: April - June

RME

- To develop an understanding of Ramadan and Eid.

Science

- To understand the terms: plant, seed and tuber.
- To know that seeds grow into flowering plants.
- To recognise that plants are living things and require light and water to grow.
- To understand and be able to talk about germination.
- To know that plants take water up through their stems.
- To identify, name and match the parts of a plant.

Health & Wellbeing

- To understand the importance of making good choices

Inter-disciplinary Learning

- To recognise the British Isles on a map.
- To identify the countries which make up the British Isles.
- To use, make and interpret simple maps, recognising key features and symbols.
- To use simple letter/grid references.
- To compare living on an island to city life.
- To be able to draw a plan of an object.

ICT

- To log on and off independently.
- To develop mouse control skills through use of Tux Paint.



Numeracy & Mathematics

Number & Number Processes

- To sequence to 100 – number patterns: 2s, 3s, 5s and 10s.
- To explore the concept of multiplication – sort objects into groups/repeated addition.
- To understand the terms multiplication and times and explore the multiplication table of 2.
- To explore the concept of division – concept of equal sharing, grouping.
- To understand the term division and use the division sign appropriately.

Angle, Symmetry & Transformation

- To use and locate simple grid references .
- To introduce right angles.

Area

- To use the language of area.
- To use congruent squares for measuring and comparing areas.

Time

- To revise the days of the week and order them.
- To revise the months of the year.
- To tell the time using analogue and digital clocks: o'clock, half past.
- To find the time 1,2 or 3 hours before or after given digital or analogue times.

Measurement

- To compare lengths, weight & volume using language such as longer/shorter, longest/shortest; heavy/heavier etc.
- To use arbitrary and non-standard units to measure and compare length, weight and capacity.



Literacy & English

Listening & Talking

- To talk readily about our own experiences.
- To give a relevant response within a group discussion.
- To tell a simple story through drama.

Reading

- To continue to develop fluency and expression when reading aloud.
- To find information from text using word decoding strategies and picture clues.
- To complete differentiated reading comprehension tasks.

Writing

- To use capital letters, finger spaces and full stops.
- To write for a variety of purposes: personal experiences, plant information booklets, instructions, imaginative writing and poetry.
- To target set in our Learning Diary
- To sequence words & pictures.

Spelling & Grammar

- To develop an understanding of qu, gr, ar, oy, oi and ew sounds.
- To understand when to use 'a' and 'an'.
- To use the correct tense in story writing.
- To begin to order words alphabetically.



Primary 3

Overview: August - October

RME

- Christianity: The story of Joseph.

Art

- To create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

Science / Social Studies

Context for Learning: Mini beasts

- To recognise the basic difference between vertebrates and invertebrates.
- To discuss invertebrates and their different habitats.
- To sort mini beasts into different categories.
- To develop the skills of observing and drawing conclusions.
- To develop the skills of classification based on a set of characteristics.

Health & Wellbeing

- Exploration of triggers and body sensations using the Emotions Works programme.
- Celebration of differences and focus in what makes us unique.

Outdoor Learning

- Measure using centimetres and whole metres.
- Understand the relationship between centimetres & metres.

ICT

- Logging on and off independently.
- Developing basic word processing skills.
- Using search engines to find specific topic-related information.



Literacy & English

Context for Learning: Roald Dahl

Spelling

- To spell the most commonly-used words, using my knowledge of letter patterns and spelling rules. Focus on th, ch, and magic e (a-e, i-e, o-e, u-e).

Listening and Talking:

- To listen carefully to stories being read to me and participate in discussions.
- To talk with confidence in front of my peers.

Reading

- To continue to develop fluency and expression when reading aloud.
- To use clues from a text to predict what might happen next.

Writing

- To write a character description.
- To write an imaginative story.
- To up-level an excerpt using VCOP (Vocabulary, Connectives, Openers, Punctuation)
- To write a book review.

Grammar & Comprehension

- To use adjectives to describe the appearance and personality of characters in my writing.
- To answer questions about a passage using the question to help me.

Numeracy & Mathematics

- Addition & Subtraction within 20.
- Doubles, Near Doubles and 2x table.
- 5x & 10x tables.
- 2D shapes and 3D objects.
- Symmetry.



Overview: November - December



RME

- To explore the story of Christmas and what this means to Christians.
- To learn more about the Hindu festival of Diwali.

Health & Wellbeing

- Exploration of emotions and the impact they have on others using Emotion Works.

Outdoor Learning

- To estimate and measure in centimetres and metres.
- To identify shapes in nature.
- To make an autumn sculpture.
- To identify shadows.
- To use nature to make alien rocks.

**Remember to bring wellies*

Science

Context for learning: Sun, Moon and Stars

- To understand what stars are.
- To understand that the sun is at the centre of the solar system.
- To name the eight planets in order and recall some associated facts.
- To understand how day and night happen.
- To know that a day is the time it takes earth to spin around its axis.
- To know that a year is the time it takes earth to orbit around the sun.
- To recognise that the sun is a source of light and heat.
- To look at the phases of the moon.
- To know what moon waxes and wanes.

ICT

- To begin using programming software.
- To develop Microsoft word processing skills.



Numeracy & Mathematics

Number

- To count forwards and backwards and identify numbers up to 1000.
- To understand place value to HTU.
- To use the standard written method to add tens and ones.
- To use the standard written method to add tens and ones with bridging.
- To recite the 5 and 10 multiplication tables.
- To understand and use metres and centimetres.

Continue to revise:

- Number bonds to 20.
- Doubles and near doubles.
- 2 multiplication table out of sequence.

Literacy & English

Listening & Talking

- To listen carefully to the class novel, *The BFG*, and respond appropriately during follow up discussions.
- To listen to and respond to instructions.
- To prepare and present a 1- 2 minute talk to peers.
- To talk with confidence in front of my peers.

Grammar

- To understand and use: nouns, proper nouns, adjectives and connectives.
- To understand the difference between singular and plural.

Reading

- To continue to develop fluency and expression when reading aloud.
- To develop comprehension skills by identifying key information from a text.
- To explore different genres and develop a love of reading through visiting the library.
- To answer comprehension questions in full sentences using the question to help.

Writing

- To write a list of instructions.
- To write a thank-you letter.
- To write an imaginative story.
- To up-level sentences using interesting vocabulary.
- To begin to use joined up handwriting.



Overview: January - March

RME

- To learn about the various festivals in this term: Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class.

Science

The Rainforest

- To be able to locate at least two of the world's Rainforests.
- To understand the differences between our environment and the environment of people who live in a Rainforest.
- To identify main characteristics of rainforests layers, habitats, vegetation and how people and animals have adapted.
- To consider the effects of human action on rainforest resources – endangered species.
- To appreciate the adverse human effects – damage to habitats (deforestation) and endangered species.

Health & Wellbeing

- To continue to work on Emotion Works: look at emotions, how they make us feel and the sensations we experience.
- To recognise that individuals have a unique blend of abilities and needs.

Outdoor Learning

- To study characteristic of birds through bird spotting.
- To use natural resources to consolidate learning around symmetry and tessellation.

ICT

- To continue to develop word processing skills.
- To use simple programming tools such as SCRATCH.





Literacy & English

Listening & Talking

- To take part in an unprepared 30-60 second talk about a chosen object.
- To debate in different contexts; using the story of The Three Pigs and deforestation as stimuli.
- To listen to and follow instructions.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write a description of the rainforest.
- To write my own version of a Just So Story.
- To write a letter of complaint.

Grammar

- To focus on 'Connectives' (conjunctions) and adjectives when reading and writing.
- To focus on tenses while writing stories.

Numeracy & Mathematics

Number

- To add/subtract tens/hundreds.
- To use and understand a simple bar chart.
- To recognise angles and right angles.
- To use 3 & 4 x tables in calculations.
- To divide by 2, 5 and 10.
- To measure using standard and non-standard measurements.

To Revise

- Number bonds to 20.
- Doubles and near doubles
- 2x, 5x 10x multiplication tables in different ways- rote, out of sequence, 5×7 , $5 \times _ = 35$
- Time: half past, o'clock, quarter to/past.
- Standard written methods for subtracting T & U with exchanging.
- Numbers to 1000.



Overview: April - June

Inter-disciplinary Learning

Context for learning: A Walk Through Time

- To appreciate and understand the importance of a time-line and establish their place in history

Context for learning: The Victorians

- To appreciate and understand the importance of a time-line and establish their place in history.
- To gain knowledge of Queen Victoria and her influence on Britain.
- To be able to interpret evidence of life in Victorian times particularly of life as a servant.
- To be able to compare my own life with the life of a Victorian child.

Health & Wellbeing

- To explore strategies which can be used when conflict occurs in friendships.
- To develop our knowledge and understanding of Rights and Responsibilities.

RME

- To deepen our understanding of Christianity through a visit to Murrayfield Parish Church.
- To explore the meaning behind Bible stories.

ICT

- To undertake research on the Victorians.
- To learn more about Microsoft 365.
- To continue to learn how to touch type.





Literacy & English

Listening & Talking

- To prepare a talk on Victorians.
- To listening to and follow more than one instruction at a time.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To use a fluent, legible cursive style of writing.
- To write independently using a variety of genres and styles (e.g. imaginative, personal/reflective and functional).
- To write a story and include a well thought out beginning, middle and end.
- To use appropriate vocabulary (Wow words) and organisation.
- To vary sentence length and structure
- To use full stops and question marks correctly.

Grammar

- To know and use the following –common noun, adjective, verbs, connectives (conjunctions), pronouns, prepositions.
- To understand the concept of a paragraph and when it is appropriate to start and finish.
- To focus on using 'connectives' (conjunctions) and adjectives within story writing.



Numeracy & Mathematics

- To locate/plot an object from a grid reference (link with mapping topic).
- To follow compass directions and pathways (link with mapping topic).
- To recognise and set o'clock, half past, quarter past and quarter to times on both analogue and digital clocks.
- To calculate simple durations.
- To understand concept of 24-hour clock.
- To estimate and measure in cm, m, g, kg.
- To recognise all coins and work out how to make different amounts.
- To give change from 10p, 50p, £1.
- To revise doubles and near doubles.
- To revise the 2x, 3x, 4x, 5x 10x multiplication tables in different ways-rote, out of sequence, 5×7 ; $5 \times _ = 35$; $35 \div 5$.

Mapping

- To understand the importance of maps and why we use them.
- To gain a basic understanding of where Scotland is on a globe.
- To focus on our immediate local area and relate how buildings and their uses have an impact on the environment.
- To understand the 4 compass points.



Primary 4

Overview: August - December

RME

- Testament and the story of Moses.
- Jewish New Year and Yom Kippur.

Outdoor Learning

- Team building.
- Pop-ups in nature.
- Vertebrates and living things.

Inter-disciplinary Learning

Technology context for learning: Pop-up mechanisms

- To understand and create various pop-up mechanisms: Box fold, slider, springer, lift the flap and rotator.

Skills focus

- Following a series of instructions.
- Measuring, cutting and folding accurately.

ICT

- Basic typing skills including editing (spelling & punctuation).
- Layout formatting.
- Inserting image from Internet.
- Save and Save As.
- Printing a document.

Research task

- Introduction to PowerPoint.
- Mathematics.

Art

- To explore a range of media and technologies to create images and objects focusing on origami and 3D Art.



Literacy & English

Spelling

- To be able to spell most commonly used words accurately and to make accurate phonetic attempts at less familiar words. Focus on a-e, ai, ay, double constants and prefixes.

Listening & Talking

- To listen carefully to the class novel and discuss key themes.
- To talk with confidence in front of my peers.
- To learn and share pieces of poetry.

Reading

- To be able to find specific pieces of information from a range of sources.
- To be able to discuss and give an opinion on different texts.

Writing

- To write independently using a variety of genre and styles (functional, personal/reflective, imaginative).
- To be able to write using detail to describe setting, character and events.
- To vary sentence length and structure.
- To use a fluent legible style of writing.

Grammar & Comprehension

- To develop knowledge of and correct use of common and proper nouns, adjectives, connectives (conjunctions) and capital letters.
- To explore alphabetical order and dictionary use.
- To use paragraphs.

Numeracy & Mathematics

- To be able to add TO and HTO with focus on carry figures.
- Revision of number bonds.
- Extending work on existing knowledge of doubles and near doubles up to 50 & multiples of 10.
- To be able to understand and prepare to use the facts from the 2, 3, 4, 5 & 10 multiplication tables.
- Place value: Th, H, T, O.



Overview: November - December



Science

Context for learning: Living Things

- To distinguish between vertebrates and invertebrates
- To list some of the more obvious distinguishing features of the five vertebrates groups.
- To describe the position and function of the skeleton.

RME

- To connect Christmas with appropriate stories from the life of Jesus.
- To understand some celebrations and festivals associated with Judaism.
- To develop an understanding of Hindu festivals of Dussehra and Diwali.

ICT

- To use digital technologies to explore how to search and find information.
- To develop word processing skills.
- To use websites such as Mathletics to consolidate numeracy learning.
- To use PowerPoint to showcase research.

Outdoor Learning

- To identify autumnal changes.
- To take part in a mini beast hunt and identify vertebrates and invertebrate.

Health & Wellbeing

- To explore emotions through Emotion Works.
- To celebrate and build on our strengths and abilities.



Numeracy & Mathematics

- To subtract TO and HTO with focus on exchange and revision of number bonds.
- To subtract single digit, 2-digit and 3-digit numbers with and without exchange using vertical method, or mentally where appropriate.
- To make links between addition and subtraction.
- To understand and prepare to use facts from the 2, 3, 4, 5, 6, 7 and 8 multiplication tables in multiplication and division calculations.
- To identify angles and symmetry in shapes.

Focus

- Continue to revise 5 and 10 multiplication tables.



Literacy & English

Listening & Talking

- To listen to instructions.
- To prepare and present a talk to peers.

Grammar

- To develop knowledge of and correct use of common and proper nouns, adjectives, connectives (conjunctions) and capital letters.
- To explore alphabetical order and dictionary use.

Reading

- To continue to develop fluency and expression when reading aloud.
- To focus on developing comprehension skills when analysing a text.

Writing

- To write using a legible, linked script
- To begin using paragraphs in extended pieces of writing.
- To use a variety of 'connectives' in extended pieces of writing.
- To use 'VCOP' strategies to up-level and improve extended pieces of writing.
- To write an imaginative story.
- To write a report.
- To write a letter.
- To use a dictionary to support spelling and develop an understanding of the meaning of words.



Overview: January - March

RME

- To understand some of the customs and traditions associated with Judaism.
- To learn about the various festivals in this term: Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class.

Outdoor Learning

- To develop my understanding of the natural world.
- To understand my place in the world.

ICT

- To use digital technologies to explore how to search and find information.
- To develop word processing skills.
- To develop coding skills through use of SCRATCH.

Inter-disciplinary Learning

World War II

- To make a comparison between present and past lifestyles/ circumstances/ situations.
- To describe ways in which people remember and preserve the past e.g. war memorials, and suggest reasons why they do this.
- To demonstrate skills by suggesting relevant sources of information that might assist in a particular task.
- To select and record specific information and present findings logically in class work.



Literacy & English

Listening & Talking

- To listen to and discuss class novel.
- To learn and recite a poem.

Reading

- To find and use specific information from a range of sources.
- To read familiar texts with expression and fluency.
- To discuss fiction and non-fiction texts using appropriate terminology (e.g. plot, dialogue, main character, thesaurus, reference book, speech, exclamation and question marks).

Writing

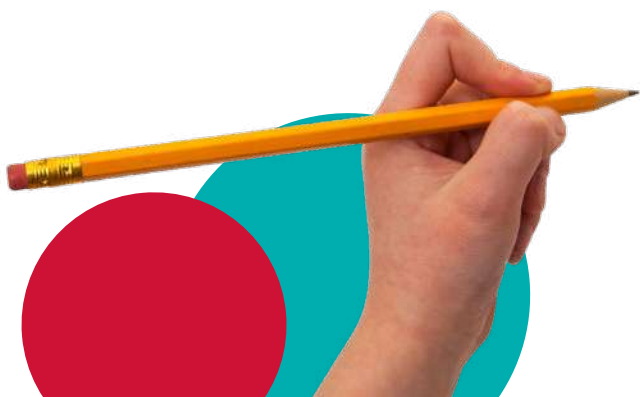
- To write independently using a variety of genres and styles including letter writing.
- To write a story using detail to describe setting, characters and events.
- To use appropriate vocabulary and organisation.
- To vary sentence length and structure
- To use full stops and question marks correctly.
- To write in an appropriate form with adequate vocabulary to communicate key events, facts or ideas.

Grammar

- To use the following – contractions, proper and common nouns, adjectives, connectives (conjunctions), plurals, adverbs, comparative and superlative adjectives.
- To arrange in alphabetical order and use a dictionary.
- To use paragraphs.

Numeracy & Mathematics

- To know my multiplication tables up to 10.
- To use vertical calculations for the multiplication of a 2-digit number by a single digit.
- To use and make links to the multiplication facts in division calculations and understand the process of sharing and grouping.
- To use the conventional written form for recording division calculations.
- To convert between pounds and pence.
- To pay for items and work out how much change is required.
- To solve money problems using addition and subtraction.
- To revise using a tally table and chart when gathering information.
- To be able to construct a bar graph with axis graduated in multiple units.
- To continue to revise all of the multiplication tables covered so far.



Overview: April - June

RME

- To explore Judaism and learn more about Passover.
- To investigate how Easter / Spring is celebrated around the world.

Outdoor Learning

- To take part in various outdoor learning activities on Roman mosaics, roads and archaeology.
- To visit the Water of Leith Centre.
- To visit the Lower School Outdoor Classroom.

Health & Wellbeing

- To share ideas around values.
- To explore how people show they care.

Inter-disciplinary Learning

Context for Learning: The Romans

- To appreciate and understand the importance of the Romans and their place in history.
- To understand the legacy left behind by the Romans in Britain and why we study them today.
- To locate Rome and Italy on a map of Europe and also the world.
- To understand that the Roman army was organised, well disciplined and essential to the development of the Roman empire.
- To appreciate the positive and negative aspects of life as a Roman soldier.
- To appreciate the similarities and differences between Roman cities and modern cities.
- To understand the structure of Roman cities and their societal hierarchy.



Literacy & English

Listening & Talking

- To listen to information, instructions or directions and show understanding and the ability to use what I have heard.
- To convey several items of information, instructions or directions.

Reading

- To find and use specific information from a range of sources.
- To read familiar texts with expression and fluency.
- To find and use specific information from a range of sources.
- To identify a few obvious features of form and content in different types of text.
- To use the Internet to locate and use information relevant to my topic, the Romans.

Writing

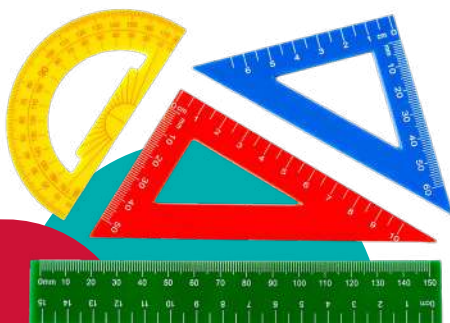
- To write independently using a variety of genres and styles.
- To write a story using detail to describe setting, characters and events.
- To write in an appropriate form with adequate vocabulary to communicate key events, facts or ideas.
- To use appropriate vocabulary and organisation.
- To vary sentence length and structure and use full stops and question marks correctly.

Grammar

- To use a dictionary: to search on the 2nd and 3rd letter.
- To use a thesaurus.

Numeracy & Mathematics

- To understand time, am and pm, minutes past and to the hour, time intervals and durations.
- To understand clockwise and anticlockwise.
- To measure lengths accurately using a range of measurement tools.
- To understand units of measurement: grams, kilograms, $\frac{1}{2}$ kilogram, centimetre, metre, litre and $\frac{1}{2}$ litre.
- To understand the conversion between centimetre & metre and between gram and kilogram.
- To estimate which is heavier/lighter, shorter/longer, bigger/smaller, and more/less.
- To understand that area is the amount of space covered by a shape.
- To count using square centimetre.
- To compare and order angles.
- To explore simple 3D objects and 2D shapes and identify their names and features.



Primary 5

Overview: August - December

RME

- To understand terms such as parable and miracle and be able to illustrate from selected Biblical stories.
- To explore the parable of the Good Samaritan.



Health & Wellbeing

- To be able to develop attitudes of self-respect through critical appreciation of self and others.
- To develop an awareness of healthy and balanced eating habits.
- To use Emotion Works words to articulate how we feel.

Outdoor Learning

- Outdoor team games
- Emotion Works: facial expression through outdoor art.
- 'Great St George's Tree Hunt'.
- Studying a tree to describe in a poem.
- Classifying and identifying leaves found in school grounds.
- Identifying diversity in nature –plant scavenger hunt.
- Showing respect for outdoor spaces
- Visits to Scald Law and the Botanic Gardens.

Inter-disciplinary Learning

Social Studies:

- To identify what is in my local area.
- To identify on a map the main Scottish cities, islands and rivers.
- To identify the four countries in the UK with capital cities.
- To identify and name the seven continents.
- To understand compass points and keys.

Science:

- To identify common Scottish trees.

ICT

- Word processing.
- Image manipulation.
- Use of 'cloud' storage system: O365.
- Information research, communication and presentation.
- Touch typing.





Literacy & English

Listening & Talking

- To be able to discuss texts in a reading group.
- To be able to acquire relevant information by listening carefully and responding appropriately in everyday school life.

Spelling

- To be able to understand letter patterns and rules and to spell the words correctly. Focus on ea, ask, ast, ass, ur, ure, ing and ed.

Reading

- To read for information, enjoyment and to practise reading aloud.

Writing

- To explore aspects of poetry (context for learning trees).
- To write independently using a variety of genre and styles.
- To be able to read a piece of text, organise the information, and rewrite in own words (functional).
- To be able to form legible linked handwriting showing differentiation of letter sizes.

Grammar & Comprehension

- To correctly use common and proper nouns, adjectives, connectives and capital letters.
- To further develop alphabetical order awareness and be able to competently use a dictionary.

Numeracy & Mathematics

- Place Value and ordering numbers with up to 6/7-digit numbers.
- Estimating and rounding numbers, up to 6 digits, to the nearest 10, 100 and 1000.
- Mentally add several small numbers.
- Written addition of two, three and four-digit numbers.
- Find missing numbers in addition and subtraction calculations.
- Problem-solving and enquiry.



Overview: November - December



RME

- To understand the significance of the birth of Christ within the Christian religion.
- To listen to, discuss and explore Bible stories.

Outdoor Learning

- To classify and identify Scottish wildlife which may live within our school grounds.
- To identify habitats of different Scottish wildlife.
- To appreciate and respect the school grounds.

Health & Wellbeing

- To develop attitudes of self-respect through critical appreciation of self and others.
- To develop and awareness of healthy and balanced eating habits.
- To develop road safety awareness.

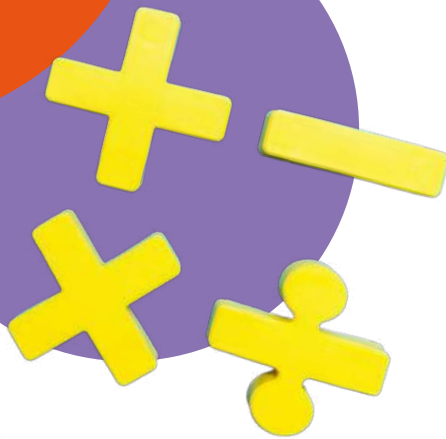
Inter-disciplinary Learning

Context for Learning: Endangered Animals

- To work cooperatively and collaboratively with my peers.
- To work in a group and apply research and presentation skills.
- To produce an informative, educational and interesting documentary based on an endangered animal.
- To undertake a specific role of responsibility within a group.
- To evaluate the performance of others using an agreed criteria.
- To work as a team and produce a finished documentary.
- To gain an understanding of the issues surrounding Scottish endangered animals.

ICT

- To use the internet to search, access and retrieve information.
- To use One Note to share information and images.
- To create, film and edit a documentary.



Numeracy & Mathematics

- To subtract 2, 3 and 4 digit numbers.
- To use bridging for subtraction calculations.
- To use the standard, vertical written method for subtraction.
- To find missing numbers in subtraction calculations.
- To problem solve using 'real-life' situations.
- To use mental and written strategies to consolidate multiplication tables.
- To multiply 2, 3 and 4 digits by 10.
- To multiply a 2 or 3 digit number by 100.
- To multiply a 2 digit multiple of 10.
- To multiply a 3 digit multiple of 100.



Literacy & English

Listening and Talking

- To be able to contribute to a group presentation.
- To interview a younger pupil for specific information and ideas to write a Christmas themed story.
- To discuss texts within a group setting.
- To acquire relevant information by listening carefully and responding appropriately in everyday school life.

Grammar

- To understand the concept of adjectives, synonyms, homophones and contractions.
- To use basic punctuation and speech marks correctly.

Reading

- To read for information and enjoyment.
- To read aloud to entertain my audience.

Writing

- To use interesting vocabulary and synonyms to create atmosphere.
- To continue a story ensuing that the characters and settings are developed.
- To organise and reproduce information correctly.
- To use ideas, settings and themes suggested by the P1/2 pupils to develop an extended piece of writing.

Overview: January - March

Health & Wellbeing

- To show respect for the beliefs and values of others.
- To recognise that discrimination can be faced by society due to the colour of people's skin, gender etc.

Outdoor Learning

- To develop an awareness and appreciation of outdoor spaces.
- To explore changing states through experiments using water, ice and vapour in the environment.



RME

- To develop an knowledge and understanding of Buddhism.



Science

- To understand the role of evaporation and condensation in the water cycle.
- To explain the differences between solid, liquid and gasses.
- To be able to identify everyday examples of condensation, evaporation, freezing and melting.

Inter-disciplinary Learning

The Scottish Parliament

- To understand the concept of democracy.
- To develop a knowledge of the history of the Scottish Parliament.
- To understand the history of elections, political parties and current leaders.
- To make links between the Scottish Parliament and the Scottish Wars of Independence.



Literacy & English

Listening & Talking

- To be able to discuss texts in a reading group.
- To be able to acquire relevant information by listening carefully and responding appropriately.

Reading

- To read for information, enjoyment and to practise reading aloud.
- To study a newspaper in depth and appreciate the different kinds of articles (e.g. news, sports, fashion, editorial, features, etc.).

Writing

- To be able to write newspaper articles using key format e.g. titles, subtitles, captions, columns, interviews, etc.
- To be able to appreciate the importance of writing succinct and informative reports and recognising the place of newspapers in our society.
- To be able to write a poem using similes

Grammar & Spelling

- To understand the concept of contractions, similes, homophones and syllables.
- To be able to understand letter patterns and rules and to spell the words correctly.
- Use basic punctuation and speech marks correctly.

Numeracy & Mathematics

- To revise mental division by 2-10.
- To extend mental division by multiples of 10 and 100.
- To reinforce the link between division and multiplication.
- To understand equivalences in simple fractions.
- To carry out calculations with fractions (addition and subtraction) and solve related problems.
- To understand decimal fractions decimal fractions and percentages and can choose a preferred form when solving a problem.
- To recognise all notes and coins up to £20.
- To understand and use conversions between pounds and pence.
- To solve money problems using addition, subtraction, multiplication and division.

ICT

- To use the Internet to search, access and retrieve information.
- To use Teams and OneNote to share information.



Overview: April - June



Science

Context for Learning: Sound

- To recognise that Sound is a form of energy.
- To know that sound is a wave made by particles squeezing together and moving apart.
- To understand that sound is made by vibrations and note is called the pitch.

Inter-disciplinary Learning

Context for Learning: Scottish History

- To have an understanding of what history is and the concept of simple time-lines.
- To have an understanding of life in Scotland during the period studied .
- To introduce key Scottish historical figures and events from Alexander III to post Robert the Bruce.
- To have knowledge and an understanding of a soldier's life in the time studied.
- To have a knowledge of key dates and historical figures of the time.



Health & Wellbeing

- To be able to approach P5 residential excursion activities with the right attitude, appropriate behaviour and confidence.
- To prepare for the transition to P6 and Lower School.

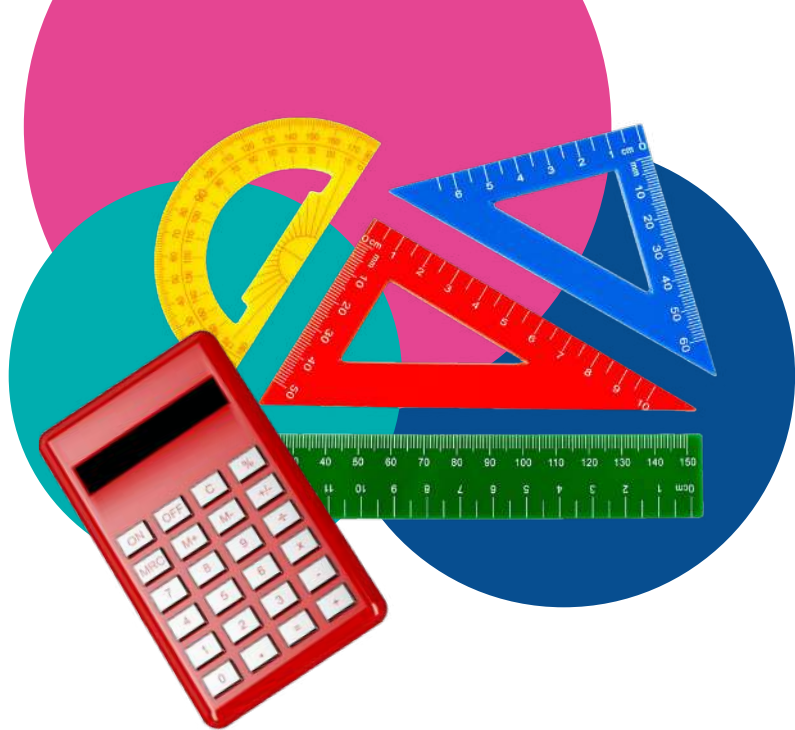
Outdoor Learning

- To explore and use materials from the environment to build structures based on Scottish history.
- To take part in a 2-night camp to Lendrick Muir and participate in a range of challenging activities

ICT

- To use Excel for Information Handling.





Numeracy & Mathematics

- To tell the time in 5 minute intervals on analogue and digital clocks.
- To understand the concept of am and pm
- To calculate time intervals.
- To understand and measure mm, cm, m and km and conversions between them.
- To understand and use the concepts of area and perimeter.
- To use a protractor to accurately to measure angles.
- To understand the link between compass points and angles.
- To interpret data from a range of graphs including bar charts, tally tables and tables and pictographs.



Literacy & English

Listening & Talking

- To be able to discuss texts in a reading group.
- To be able to acquire relevant information by listening carefully and responding appropriately.

Reading

- To read for information, enjoyment and to practise reading aloud.
- To read with understanding of the text.

Grammar & Spelling

- To understand the concept of verbs, revision of speech marks and vocabulary extension and to use basic punctuation correctly.
- To use a dictionary and thesaurus.
- To apply correct rules and spelling patterns in written work and in spelling tests.
- To punctuation accurately.

Writing

- To write a personal account.
- To write/produce a project on a Scottish castle with an introduction, content, conclusion, bibliography.
- To write a summary of experiences in Junior School and contribute to the P5 Year Book.

