



Curriculum Overview – Social Studies- Democracy and Scottish Parliament

Science- Water

Block: Jan – April 25

Class: P6

Teacher: Cath Murray

Literacy and English



I can

LISTENING AND TALKING

- distinguish fact from opinion.
- identify issues raised in a discussion, offer an opinion, share information and experiences of my own and clarify points by asking questions or by prompting others to say more.

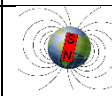
READING

- explain the difference between fact and opinion and recognise when I am being influenced.
- assess how useful and credible my sources are.
- study the novel 'The Boy at the Back of the Class' by Onjali Q. Rauf.
- study the structure, characterisation, setting and relevance of the author's theme using various read and respond activities.

WRITING

- produce pieces of persuasive writing by arguing and exploring issues and/or expressing an opinion with relevant supporting detail.
- use various ways of presenting my persuasions-for example, in written, leaflet, poster, speech or letter format.
- provide a balanced argument regarding FOR and AGAINST reasons surrounding various debatable statements based on independent research.
- reach a reasoned personal conclusion after analysing both sides of a debate.

Social Studies



SOCIAL STUDIES

I can

- . use evidence selectively to research current social, political or economical issues.
- . describe the main features of a democracy.
- . discuss the rights and responsibilities of being a citizen of Scotland.
- . show understanding of our Scottish parliament and how its membership is constructed.
- . understand the features of an election and how to participate in one fairly and democratically.

SCIENCE

- . gain knowledge of how water changes state from solid-liquid-gas and how this helps me to understand the water cycle.
- . label in detail a diagrammatical image of how the water cycle works.
- . make a raincloud in a jar.
- . investigate water samples from the environment and explore methods that can be used to clean and conserve water.
- . make a mini sand filter for cleaning muddy water.
- . look after and preserve river trout from egg with the help and guidance of Ben from 'Trout in the Classroom'.

Numeracy and Maths



I can MULTIPLICATION

- recognise all the equations and patterns for the 2x-12x tables.
- use the rules for multiplying by 10, 100 and 1000, including decimals.
- multiply a 2digit/3 digit/ 4 digit number by a single digit.
- multiply a 2 digit/ 3 digit number by a 2 digit number.
- Use mental strategies for multiplying by 25, 50, 49, 51, 99, 101.

DIVISION

- recognise all the equations and patterns for division in the 2X- 10x tables.



Homework

Homework activities will be issued on Monday and should be returned to school completed on Friday .
Included in these will be spelling words and activities, class reading assignments and numerical check up points.

Health and Wellbeing

.I can

- . understand that a wide range of friendships and relationships exist.
- . understand that positive friendships and relationships can promote the health and well-being of myself and others.
- . respect the need for personal space and boundaries,.
- . identify and recognise skills to manage changing relationships and the positive impact this can have on my emotional well-being.
- . recognise that how my body changes can affect how I feel about myself and how I may behave.

<ul style="list-style-type: none"> • inversely link multiplication and division facts reaffirming numerical language- 'sets of a number' v 'sharing an amount'. • use the rules for dividing by 10, 100 and 1000 including decimal notation. • divide numbers which have remainders. • divide a 2 digit/ 3 digit/ 4 digit number by a single digit. • divide a 3 digit number by a 2 digit number including remainders. <p>FACTORS, MULTIPLES AND PRIMES.</p> <ul style="list-style-type: none"> • investigate the construct of number patterns and sequences. • investigate the pattern created by square numbers. • recognise which numbers would be in the sequence of prime numbers. • investigate and solve Fibonacci's sequence of numbers. • investigate the products of odd/ even numbers. • investigate which multiplication tables share product multiples and factors. <p>DATA ANALYSIS</p> <ul style="list-style-type: none"> • read data accurately from tables, pictograms, bar graphs and pie charts. • display data accurately in table, pictogram, bar graph and pie chart form. • share and display information in Venn diagram form. • read and display data in bar graph/ bar line format using different numerical intervals. • interpret information and results from a database . • analyse and interpret information displayed on a trend graph. • find the range, mode, mean and median of a graph. • interpret information from straight and curved line graphs. 		<p>. describe the physical and emotional changes during puberty understanding why they are taking place and the importance of personal hygiene.</p> <p>EXPRESSIONS AND EQUATIONS</p> <ul style="list-style-type: none"> . solve simple equations with x and y. . deduce what signs are missing from an equation. . making up equations with + and - and solving. . using greater than, smaller than signs in equations . solving function machines . solve equations with 'letters'. . solve equations for x in the format $3x-2 = 16$. . use BOMDAS- (the order of operations) to solve complex equations.
Expressive Arts	Religious and Moral Education	Technologies
 <p>I can ART</p> <ul style="list-style-type: none"> . produce pieces of art representing images relating to Scottish theme and culture. <p>DANCE</p> <ul style="list-style-type: none"> . learn, participate and compete in Scottish Country Dance. <p>MUSIC</p> <ul style="list-style-type: none"> . listen to music/songs relating to Scottish culture. 	<p>Use the Friends and Heroes DVD to share the teachings of Jesus and other key Christian figures. Discuss the messages shared in the short films and how they help us understand key Christian beliefs and value.</p>	 <p>I can</p> <ul style="list-style-type: none"> . use technology to research and retrieve factual information to support FOR/AGAINST arguments centred around debates and issues linked to my persuasive writing. . use technology to collect and display data from class surveys in relation to our own politically designed group manifestos. . use technology to create and record interviews and podcasts to deliver our own political group manifestos.
<p>Modern Languages I can</p> <ul style="list-style-type: none"> . talk and write about myself and my family/ friends in French and German. . use a range of simple adjectives to describe family members/ friends in French and German. 		
<p>How to Support Your Child's Learning at Home: as this term our topic will be centred around the study of democracy and our parliament in Scotland , it would be helpful for your child to be aware of some current social and political events. If your child could keep a daily watch on Newsround, which we will also support in class time, or bring in any news articles of interest to the class this would be greatly appreciated .Cath Murray.</p>		

