

Literacy & English

Reading

- ▶ 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. **ENG 1-13a**

Benchmarks

- ▶ Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
- ▶ Reads aloud a familiar piece of text adding expression and can show understanding.

Writing

- ▶ I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**

Benchmarks

- ▶ Creates texts for a range of purposes and audiences.
- ▶ Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- ▶ Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.

Listening & Talking

- ▶ When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **ENG 1-02a**

Benchmarks

- ▶ Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.
- ▶ Listens and responds appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.

Grammar

- ▶ I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**

Benchmarks

- ▶ Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.

Spelling

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

Benchmarks

- ▶ Spells most commonly used words correctly.
- ▶ Spells most vocabulary used across the curriculum correctly.
- ▶ Use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.

Health & Wellbeing

- ▶ I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB 1-44a**
- ▶ I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 1-44b**

United Nations Convention on the Rights of the Child

- ▶ Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Physical Education

- ▶ I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**

Benchmarks

- ▶ Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.
- ▶ Makes decisions when presented with two or three different options.

Expressive Arts

Drama

- ▶ I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

Benchmarks

- ▶ Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale.

Art & Design

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

Benchmarks

- ▶ Shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Music

- ▶ I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**

Benchmarks

- ▶ Performs songs with enthusiasm, from a range

Technologies

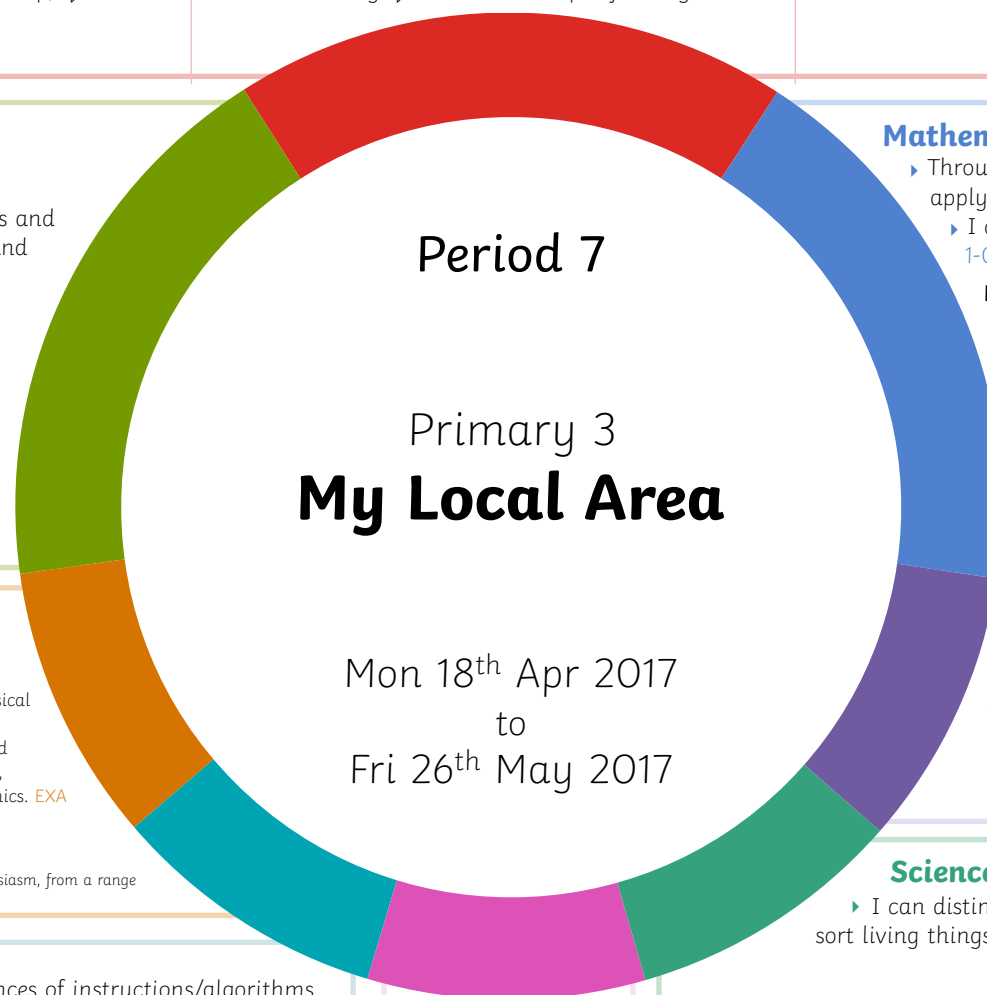
- ▶ I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way. **TCH 1-13a**
- ▶ I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. **TCH 1-14a**
- ▶ 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 1-15a**

Benchmarks

- ▶ Follows sequences of instructions/algorithms from everyday situations
- ▶ Identifies steps in a process and describes precisely the effect of each step.
- ▶ Creates programs to carry out activities (using selection and fixed repetition)
- ▶ Constructs a sequence of instructions to solve a task, explaining the expected output from each step and how each contributes towards solving the task.

Class Information

The topic of 'My Local Area' will provide a context to look at aspects of local geography and the community within pupils live, grow and learn.



Mathematics

- ▶ Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b**

- ▶ I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a**

Benchmarks

- ▶ Recognises, explains and uses the connections between addition and subtraction and multiplication and division to complete mental and written calculations.
- ▶ Uses a variety of coin and note combinations, up to at least £20, to pay for items and give change.

RME

- ▶ Through exploring stories from world religions, I can describe some of their key beliefs. **RME 1-04a**

Benchmarks

- ▶ Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion.

Sciences

- ▶ I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

Benchmarks

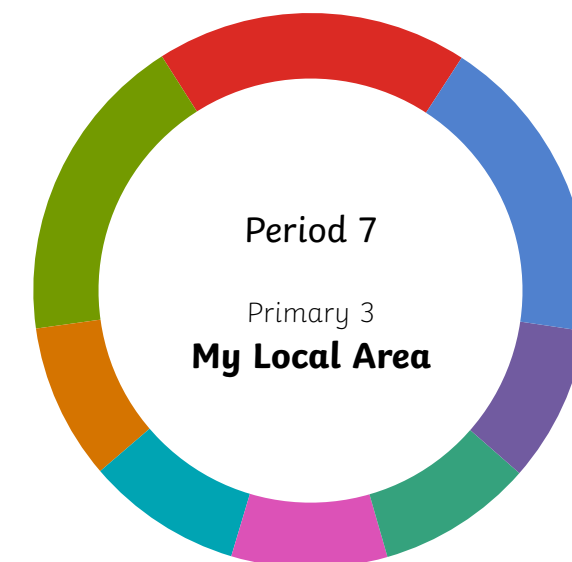
- ▶ Sorts living things into plant, animal and other groups using a variety of features.

Social Studies

- ▶ I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a**
- ▶ I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**
- ▶ 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**
- ▶ Having explored the landscape of my local area, I can describe the various ways in which the land has been used. **SOC 1-13a**
- ▶ 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**

Benchmarks

- ▶ Draws or makes a model of features in their local landscape, for example, hill, river, building.
- ▶ Identifies a way in which the school looks after its environment.
- ▶ Identifies at least two different types of housing and the kinds of households who may inhabit them.
- ▶ Describes at least three different ways in which land is used in the local area, for example shops, houses, farming.
- ▶ Produces a basic map for a familiar journey.



Literacy & English

Reading

We are continuing to focus on choosing suitable books for us to read for enjoyment and to increase our ability to read fluently.



Writing

We are aiming to spend time writing each day this period. This will help us increase the amount we write and practice writing high-quality sentences.



Listening & Talking

During our morning meeting, pupils will be given the opportunity to share something important to them. We will discuss good



Grammar

We will continue to work on dictionary skills and to work on adding adjectives into our writing. Morning work will focus on using words in the correct tense.



Spelling

We will return to working on specific spelling rules each week. These will be written in the bottom left of the spelling homework sheet so that parents can discuss these at home.



Health & Wellbeing

Primary 3 will focus on developing friendships and what makes a good friend. This will be explored in rotation with both Primary 4 and Primary 2 pupils.



Physical Education

In P.E., we will explore striking and fielding games. Specifically, we will be looking at rounders and cricket.

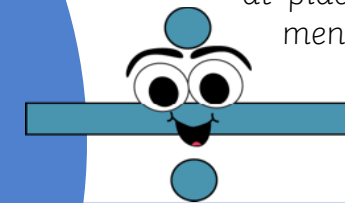


Period 7
Primary 3
My Local Area

Mon 18th Apr 2017
to
Fri 26th May 2017

Mathematics

In maths we will focus on division. This will include an understanding of splitting items in to equal groups and linking division to multiplication facts. Number of the Day activities will continue to look at place value, number structures and mental arithmetic.



Expressive Arts

Drama

Pupils will take turns to record the puppet shows, following on from work last term.



Art & Design

With Mrs Goodwin we will create a range of artwork linked to local landmarks.



Music

Pupils will focus on their singing skills this period.



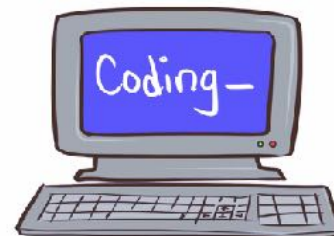
RME

We will look at the traditions and significant events of the Jewish religion.



Technologies

P3 will build on our introduction to computer programming and begin to write simple programmes. We will do this on paper and using the school's iPads, computers and other devices. This will be explored in rotation with both Primary 4 and Primary 2 pupils.



Sciences

This period, we will plant nasturtiums, sunflowers and potatoes to learn more about how they grow.



Class Information

Primary 3 will begin their study of the local areas of Pathhead, Dalkeith and the surrounding areas. This will span two periods and allow us to explore, in depth, the communities in which we live.

Social Studies

The topic 'My Local Area' looks at many different aspects of geography, including mapping, land use and housing. Thinking locally will also help to develop pupils' sense of community and develop their understanding of activities

