

What will my child learn at Lorne Primary School in Primary 5?



The Scottish curriculum in nursery and primary school consists of these areas of learning

- Numeracy & Mathematics
- Literacy & English Language
- Sciences
- Technologies
- Languages
- Expressive Arts
- Social Subjects
- Health & Well-being
- Religious & Moral Education

Each area of learning has a set of outcomes and experiences which most children will progress through at Early, First & Second Levels.

Most children will move through the following levels

- Early Level in Nursery and P1
- First Level in P2, P3 & P4
- Second Level in P5, P6 & P7

We will assess your child's learning in many ways throughout the year

- Formative assessment when teachers and children observe, discuss and evaluate how learning has progressed and make targets for next steps in learning.
- Summative assessment when teachers and children will summarise how well learning has progressed at a certain time.
- Standardised assessment when children will be tested to see how they are progressing and what their next steps in learning should be.

At Lorne Primary School, our curriculum has been designed into 'discrete areas of learning' and 'interdisciplinary learning themes'. We also teach literacy and numeracy across learning where children use and apply skills in different learning areas.

Our discrete areas of learning are maths, English, French at P6 & P7, physical education and religious & moral education.

Our interdisciplinary learning themes consist of sciences, technologies, expressive arts, health & well-being and social subjects. An example of a theme is 'The Vikings in Scotland', 'Cook My Own Lunch' or 'Design a Theme Park'. Within these themes children learn skills, knowledge and attitudes from across the areas of learning above.

What will my child need to bring to school?

We ask that children come to school with

- a school bag
- a reading pocket (which can be bought from the school office) to keep books clean
- a packet of paper handkerchiefs in their school bag
- writing pencils, eraser, ruler, sharpener



From time to time we may ask for a small amount of money to help with the cost of cooking, school excursions and fund-raising. If you need help with costs, please contact the headteacher in confidence and an agreement will be reached.

How is my child expected to behave at school?

We expect all children to stick to the following 4 rules which are displayed around the school and which are discussed frequently in school.

- **Learning rule:** learn all you can
- **Respect rule:** treat others as you would like to be treated
- **Safety rule:** play and learn safely at all times
- **Problem solving rule:** solve problems in a peaceful manner



Homework in Primary 5

Homework will be a maximum of 30 minutes per night in P5.

Reading homework: each child will bring home a book and there will be an instruction in the reading diary for the parent to read.

Maths homework: each child will practice some maths work that they have been working on in class.

Spelling/ writing homework: children will practice spelling and using lists of words. They will sometimes write sentences, find words and ask people at home about the meanings of words.

If your child cannot do the homework, please try helping. If this does not work, please stop the homework and speak to your class teacher for guidance.

Other homework may be given from time to time. There will be a parent hint or explanation in the homework diary.

Library & 'Choice Books'

P5 children will borrow books from the school library or class 'choice books' every week. Don't worry if they cannot read the book- they have chosen it because they like the look of it and want to see what the book is about. Try to talk about the book with your child, ask questions about the pictures and text.

How can I help with homework?

1. Check the homework diary and make sure homework has been done. Sign the diary and write any feedback for the class teacher.
2. Make sure your child has writing pencils, eraser, ruler, colouring pens and somewhere quiet to work at a table.
3. Try to have a routine for homework- some parents find it helpful to have the same time for homework each day (straight after school, after eating, after an activity)
4. Supervise the homework but don't do it for your child.



Reading:

- Sign the homework diary once your child has completed their reading homework.
- Ask harder questions about the characters ('Why do you think she did...?', 'What would you have done if you were him?')
- Ask questions about the plot ('What do you think will happen next?', 'How will the story end?')

We have a list of questions called 'Blooms questions' that you can get from your class teacher. These are useful for asking your child questions about books, TV and topics.

Spelling and writing:

- Ask your child to look at a word, say it out loud, cover it and try to spell it.
- Ask your child to use the word in a sentence or explain what the word means.

Maths:

- Remind your child to use any help cards (like number lines, times tables squares etc.)
- Help your child to use a calculator.
- Remind your child to draw a picture of a problem to help understand it. Remind your child to try a solution and if it doesn't work to try again with a different method.
- Don't spend more than 30 minutes on the homework. If it isn't working out, stop and let your class teacher know using the homework diary.

Primary 5 to 7 'discrete areas of learning'

In English the children will learn about...

- New words and how to say, write and spell these. Tricky words that don't stick to the spelling rules. Less common words in English. Using various spelling correction techniques.
- Punctuation- capitals, full stops, commas, question marks, speech marks, exclamation marks etc.
- Using more joining words like 'because', 'therefore' etc.
- Grammar- adjectives, verbs, adverbs, nouns, tenses, plurals, alphabetical order.
- Choosing stories to watch, read or listen to. Explaining what I like and don't like. Make notes when I am listening or watching.
- Talking about characters and events in stories. Asking questions and linking ideas. Listening to others' views.
- How to listen or watch for information. Using books and computers to find information.
- Sharing my feelings, ideas and views. Justify my answers.
- How to write down my ideas. How to invent my own characters and events in stories. Making longer pieces of writing. Writing on my own.
- Talking about the purpose of a text, the main ideas, supporting ideas and the audience of a text. Talk about the characters, setting, writer's message and tricks the writer has used.
- Put ideas in order in my writing. Make notes under headings.
- Find information and ideas that I need in texts. Fact, opinion and bias.
- Answer harder questions to show my understanding, such as literal, inferential and evaluative questions.
- Recognise the difference between fact and opinion. Recognise different genres of writing and explain why they are different
- Make different types of writing- stories, poems, reports, instructions and letters. Write longer pieces and vary the structure and style. Use paragraphs to divide my writing. Write for different audiences. Vary my layout and presentation. Use writing tricks to engage the reader. Use joined writing.
- Selecting, listening to or watching texts which I enjoy and find interesting. Explaining why I prefer certain texts or authors.
- Recognising how speed, volume, pitch, expression and clarity can help in communication.
- Sharing information, explaining processes and ideas, identifying issues raised and summarise main points or findings, clarifying points by asking questions or by asking others to say more.
- Discussing structure, characterisation and setting, themes in a book, writers' styles and tricks. Knowing about genres and their features.
- Acknowledging sources.
- Writing to convey information, describe events, explain processes, combine ideas in different ways, persuade, argue, explore issues or express an opinion using supporting detail or evidence.



In Maths the children will learn about...

- Adding, subtracting, multiplying and dividing larger numbers. Place value of units, tens, hundreds, thousands and tens of thousands. Place value of tenths and hundredths. More complex and named number sequences. Positive and negative numbers. Factors of numbers. The relationship between multiplying and dividing.
- Decimal fractions, equivalent fractions, percentages, simplest forms.
- Using number rules.
- Managing money, comparing costs, deciding what I can afford to buy, understanding the costs, benefits and risks of using bank cards to purchase goods or obtain cash, budgeting, profit and loss in buying and selling activities.
- Estimating, measuring and checking length, volume, area and weight using the metric measuring systems.
- How to pay for things and give and receive change. How to recognise coins and notes. Combinations of coins. Estimating change.



- Telling the time using 12 hour and 24 hour clocks. Using calendars. Using timers. Using timetables and calculating time periods. Estimate, solve and check time, speed and distance problems.
- 2D and 3D shape characteristics. Perimeter and area of 2D shapes. Volume of 3D shapes. 3D shapes and their nets. Make a tiling. Symmetry.
- Directions, positions and lines of symmetry. Measure and draw angles. Compass points and angles. Follow and record directions.
- Gathering, organising and displaying information.
- Using signs, charts and information around me.
- Solving problems using a variety of approaches and explaining these to others. Estimate, work out then check an answer.
- Working out the area of a shape by counting squares.
- Making repeat patterns. Working out rules for a pattern.
- Using maths symbols +, -, x, ÷, =, not equal, <, >
- Finding the value of a symbol in an equation e.g. 'x + 5 = 10 so x = 5'
- Describing, following and recording routes and journeys using signs, words and angles associated with direction and turning.
- Using grid references and coordinates to locate and describe positions of objects. Using scales and ratios.
- Gathering, recording and analysing information on tables, charts and graphs. Use labelling and scales. Interpret and draw conclusions.
- Chance- use vocabulary to describe the possibility of something happening e.g. how likely will it be 'heads' when I toss this coin?' I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.

In Physical Education the children will learn about...

- How to link actions and skills to create movement patterns and sequences.
- Improving performance and fitness.
- Following rules and procedures. Setting and achieving personal goals.
- Discussing my thoughts and feelings and giving and accepting feedback.
- Physical activities and sport indoors and outdoors.
- How physical activity, sleep and rest.
- Energy from the food we eat.



In religious & moral education the children will learn about ...

- Understanding of Bible stories, the lives of Christian figures and key Christian beliefs,
- Similarities between Christian beliefs and my own beliefs. The key values of Christianity and how they might be put into action. Christian worship and artefacts and the significance of these. How Christians celebrate major life events and times of the year.
- Describing the practices and traditions of Christianity and the way these have influenced Scottish society.
- Respect for the practices and traditions of others.
- Stories from world religions and some of their key beliefs. The beliefs and values of world religions and their role in Scottish society and the world. How beliefs and values might be put into action in people's lives and communities.
- How followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies.
- Similarities and differences between world religions and my developing beliefs. How to show respect for the practices, beliefs, values and traditions of others.
- How some people have beliefs and values which are independent of religion.
- Sharing my developing views about values such as fairness and equality and love, caring, sharing and human rights.
- The ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. Describing and reflecting upon practices and traditions of world religions.
- Putting my own beliefs and values into action in positive ways. Understanding how my own and other people's beliefs and values affect their actions.
- How people come to have their beliefs, and that there is a diversity of belief in modern Scotland.
- I am developing my understanding that people have beliefs and values based upon religious or other positions.
- Explaining why different people think that values such as honesty, respect and compassion are important, and I show respect for others.



Primary 5 'interdisciplinary learning themes'

This year, these will be...

Term 1: <THEME NAME>

Term 2: <THEME NAME>

Term 3: <THEME NAME>

Term 4: <THEME NAME>

In these themes the children will learn about...

- Identifying and classifying living things, physical and behavioural characteristics, survival or extinction.
- Energy flow, ecosystems, food chains and webs. Designing or conservation of a wildlife area.
- Plants and benefits to society, the effects of fertilisers on the growth of plants, risks and benefits of fertilisers.
- Energy sources, energy transfers and ways of reducing wasted energy. Non-renewable energy sources in Scotland today.
- How water changes state, the water cycle, floating, buoyancy. Taking water samples. Cleaning and filtering methods. Properties of water.

- Features of our solar system.
- Friction, air resistance, motion, efficiency in moving objects, magnetic, electrostatic and gravitational forces
- Electrical components to make a variety of circuits, representing circuits using symbols and describing the transfer of energy around the circuits. How batteries work, Build simple chemical cells using readily-available materials which can be used to make an appliance work.
- Sound vibrations are carried by waves through air, water and other media.
- Exploring reflections, the formation of shadows and the mixing of coloured lights.
- Body systems and potential problems which they may develop, Sensory organs and their responses to outside sources.
- Microorganisms producing and breaking down materials. Changes in substances to produce other substances, dissolving substances. Simple chemical reactions using everyday chemicals.
- Lifecycles of plants and animals, different stages of their development, characteristics of offspring.
- Substances that make up Earth's surface, compare some of their characteristics and uses.
- Understanding the contribution that individuals and current scientific news stories are making to scientific discovery and the effects of this on our lives.

- Primary and secondary historical sources. Timeline of Scottish history. How past events or actions of individuals or groups have shaped Scottish society. Local area study. Comparing my local area to an area outside Britain. The needs of groups in my local area and how these are supported.
- Comparing a society in the past with my own and discuss the similarities and differences.
- Features of Scotland's landscape and explain how these were formed. Human impact on landscape. Land use. Environmental impact of humans. Natural disasters, their impact on people and landscape and how they are formed.
- Advantages and disadvantages of different forms of transport, their impact on the environment.
- Key features within Scotland, UK, Europe or the wider world.
- Current social, political or economic issues, discrimination, diversity of cultures, values and customs in our society.
- The main features of a democracy and the rights and responsibilities of citizens in Scotland. Elections and representatives at a local, national or European level.
- Comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.
- Ethical trading, meeting people's basic needs around the world, discussing why some societies are more able to meet these needs than others. Essential goods and services, different ways to pay for them, considering the benefits and risks of each method. Setting up and running a business.

- Improving products and designs. Living sustainably.
- Using computers to access and retrieve information, creating, capturing and manipulating sounds, text and images.
- Using appropriate software, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia.
- Developing and using problem solving strategies to meet design challenges with a food or textile focus.
- Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.
- By applying my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement.
- During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.
- I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures, experiment with the use of colour to develop an awareness of the effects and impacts it can have.

- Feelings, friendships, valuing others and mental health. How to get help when you need it.
- Exploring the rights to which I and others are entitled.
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
- Developing and sustaining positive relationships.
- Developing my understanding of the human body and how to improve my wellbeing and health.
- Assessing and managing risk, to protect myself and others, to travel safely. Responding in emergencies.
- I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.
- Working and learning with others, improving my range of skills, demonstrating tactics and achieving identified goals.
- Reflecting on my own and others' work and evaluating it against shared criteria, recognising improvement and achievement and use this to progress further.
- Cooking healthy food, eating a diverse range of food, energy from food, food journeys, their seasonality, their local availability and their sustainability. Food labelling and the choices we make. Cultural influences on food and how it is used. Nutritional needs at different life stages. Healthy eating plans. Importance of sleep, sport, being outdoors and physical activity..
- Knowing the different kinds of risks associated with the use and misuse of a range of substances. Understanding the impact that misuse of substances can have on individuals, their families and friends. The effects of alcohol, tobacco and other drugs. Media, peer group and cultural influences.
- How we change during puberty, the importance of hygiene and how feelings about myself/ others may change at this time.
- How abuse is wrong and which skills I need to keep myself safe and get help if I need it.
- How human life begins and how a baby is born. How parents/ carers care for children.
- I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

- Experience performances and comment on these. Express myself and comment on other's work in the creative arts.

- Create pieces of drama, music, art and dance. Solve design problems. Take account of audience and atmosphere.
- I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.
- Sing and play music from a range of styles and cultures, using sounds, pitch, melody, rhythm, timbre and dynamics.
- Listen to a range of music and discussing my thoughts and feelings. Give and accept constructive comment on my own and others' work.

Modern Languages P6 and P7

- Use games, songs and activities to learn sounds, words and phrases in the new language. Use gesture and expression.
- Respond to daily routines using classroom language in the new language.
- I can listen to and show understanding of familiar instructions and language from familiar voices and sources.
- Begin to listening and talking. Make a start at reading and writing in the new language. For example, write a short piece about you, your name, your family and what you like to do in your spare time.
- Learn about basic rules of spelling, sentence structure and punctuation.
- I can ask for help confidently using learned phrases and familiar language.
- Learn about the culture of countries where this language is spoken.

Useful websites to help parents with their children's learning

www.educationscotland.gov.uk/parentzone/index.asp Information about education in Scotland.

www.educationscotland.gov.uk/thecurriculum Information about the Scottish curriculum.

www.educationscotland.gov.uk/learningteachingandassessment Information about how children are assessed in schools.

www.bbc.co.uk/scotland/learning/?tab=primary BBC Scotland learning site.

www.bbc.co.uk/schools/websites/4_11/index.shtml BBC Scotland curriculum site.

www.parentnetworkscotland.org.uk/site/ Parent support Scotland.

www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp Information about how children with additional support needs can be supported.

www.ealedinburgh.org.uk Information for bilingual learners.

www.edinburgh.gov.uk/info/827/education_and_learning Support for parents in Edinburgh' schools.