

Curriculum Bulletin

**Sgoil Uibhist a Tuath**

**Primary:** GME5-7 **Term 1:** August-November

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| **Interdisciplinary Topic:**  *World War 2* | **Subjects Incorporated:** Social Studies, Literacy, Health & Wellbeing, Expressive Arts, Technology |
| **Description:**  Pupils will learn about World War 2 and its importance in our history; both locally and nationally. They will learn about the Outbreak of War, Evacuation, Home Life, The Blitz and Clydebank Blitz, Womens’ Roles in the War and Prisoners in the War.  The pupils will also explore poems and songs written by North Uist soldiers.  We will also link some of our RME learning through furthering our understanding about Judaism, The Holocaust and Anne Frank.  Useful websites:  [www.topmarks.co.uk](http://www.topmarks.co.uk)  [www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)  [www.sumdog.co.uk](http://www.sumdog.co.uk)  [https://www.storlann.co.uk/an-darna-cogadh/#top](https://www.storlann.co.uk/an-darna-cogadh/%23top)  <https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt> | **Mathematics & Numeracy;**  **Mathematics:**   * Measurement – Converting Units   **Numeracy**   * Place Value * Addition * Fractions   **Literacy & Gàidhlig;**  **Writing – Organising & Using Information**  **Functional Writing**  \* Use notes and/or other sources to develop thinking and create new texts.  \* Acknowledge sources making clear where the information came from.  \* Organise information in a logical way.  \* Select relevant ideas and information.  \* Use appropriate vocabulary, including subject-specific vocabulary.  **Gaelic Grammar**   * Identify the three main tenses and understand how the verb changes depending on the tense. * Identify masuline and feminine nouns and explain their characteristics. Understand when to lenite an adjective based on the gender of the noun. * Understand which article to use based on the gender of a noun.   **Reading**  **Finding and Using Information**  \*Skim texts to identify purpose and main ideas.  \*Scan texts to find key information.  \*Find, select and sort relevant information from a range of sources.  \*Make and organises notes using own words, for the most part.  \*Use notes to create new texts that show understanding of the topic or issue.  **Understanding, analysing and Evaluating**   * Respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. * Create different types of questions to show understanding of texts.   **Enjoyment and Choice**   * Explains preferences for particular texts, authors or sources with supporting detail. * Recognises gaps in their knowledge of the topic e.g. Judaism.   **Talking and Listening**  **Finding and Using Information**   * Identify the purpose of spoken texts with suitable explanation. * Make relevant notes using own words, and use these to create new texts for a range of purposes.   **Enjoyment and Choice**   * Choose texts for the purpose of gaining information of their own learning related to interests/topic. * Make comments about the text and link to prior knowledge.   **Writing:**  **Personal Recount:**   * Describe personal experience, making context and events clear * Describe thoughts and feelings about the experience. * Attempt to engage the reader through vocabulary and choice of language * Make deliberate use of vivid desercriptive vocabulary.   **Procedural Writing:**   * Use appropriate style and format to convey information, applying key features of chosen genre. * Include relevant information * Organise and present inforamtion in a logical way * Use tone and vocabulary appropriate to purpose.   **Health & Wellbeing:**  **Physical Education**  Team Games - Hockey  Jog Scotland Programme  Daily Mile  **RSHP:**  **Physical Changes**  Friendship   * Identify different types of friendships and relationships * Describe the qualities of a good friend and friendships. * Describe how positive relationships make us feel * Describe the impact our actions can have on others   **MESP:**  **Mental & Emotional Wellbeing**  -Describing Emotions  -Managing Emotions  -Conflict Resolution  -Maintaining Friendships  **Religious & Moral Education:**  **Christianity and World Religions**  **Diversity of Beliefs – People of Faith**  Children will learn about Judaism and will express and discuss opinions with a historial link to the Holocaust.  **Gardening:**  Our weekly garden sessions will continue this session. |