



# Curriculum Bulletin

Sgoil Uibhist a Tuath

Primary: P5-7 GLE

Term 2 : December-March

<b>Interdisciplinary Topic:</b> <b>Disabilities and inequalities</b>	<b>Subjects Incorporated: Literacy, Social Studies, Health and Wellbeing, Sciences</b>
<b>Overarching Theme: Our Caring World</b>  <b>Description:</b> Using the novel 'Wonder' by RJ Palacio, pupils will explore important themes surrounding disabilities such as Bullying, friendship, family and getting on and falling out. Pupils will use the novel as a context for learning about the range of disabilities people can have and the importance of equality. Pupils will also learn about inequalities that people faced in history, such as Black history and the slavery links within Scotland. Pupils will also investigate inequalities in the modern world linked to the Global Goals and RRS  <b>The 5 Big Questions:</b> <ul style="list-style-type: none"><li>• What are the different disabilities and how do they affect people?</li><li>• How are some people born with disabilities?</li><li>• How do are people who have disabilities supported to live a full and happy life?</li><li>• What did inequality look like in the past?</li><li>• What does inequality look like in our world today?</li></ul> Useful websites:  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.bcbitesize.co.uk">www.bcbitesize.co.uk</a> <a href="http://www.sumdog.co.uk">www.sumdog.co.uk</a>	<b>Mathematics &amp; Numeracy:</b> <b>Mathematics:</b> <ul style="list-style-type: none"><li>• Time</li><li>• Data Handling</li><li>• Problem solving strategies</li></ul> <b>Numeracy</b> <ul style="list-style-type: none"><li>• Addition and Subtraction</li><li>• Multiplication and Division</li></ul> <b>Literacy</b> <b><u>Writing – Creating Texts</u></b> <ul style="list-style-type: none"><li>• Imaginative Writing/Reports</li><li>• Creates interesting characters through, their feelings and actions, physical description and/or dialogue.</li><li>• Creates setting/context with some descriptive detail.</li><li>• use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</li><li>• Creates plots with clear structures</li></ul> <b><u>Report Writing</u></b> <ul style="list-style-type: none"><li>• Organises ideas in a logical way.</li><li>• Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.</li></ul> <b><u>Tools for Writing</u></b> <ul style="list-style-type: none"><li>• Uses punctuation such as: capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.</li><li>• Use sentences of different lengths and types and varies sentence openings.</li><li>• Links sentences using a range of conjunctions.</li><li>• Uses paragraphs to separate thoughts and ideas.</li></ul>

- • Writes in a fluent and legible way

### **Reading**

#### **Understanding, Analysing and Evaluating**

- Identifies the purpose and main idea of a text.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- • Creates different types of questions to show understanding of texts

#### **Tools for Reading**

- Read with fluency, understanding and expression using appropriate pace and tone.
- Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising

### **Novel study: Wonder by RJ Palacio**

#### **Talking and Listening:**

#### **Understanding, Analysing and Evaluating**

- asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
- • Identify the difference between fact and opinion with suitable explanation.

#### **Tools for Listening and Talking**

Learn to use:

- eye contact, body language, emphasis, pace and/or tone.
- techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

### **Health & Wellbeing:**

#### **Physical Education**

- Jog Scotland programme – endurance
- Badminton
- Circuits

**\*\*\*Pupils will have 2 sessions of P.E with P5-7 GME pupils as part of their language development in Gaelic\*\*\***

#### **RSHP:**

\*Please note, content for the following lessons is differentiated and is able to view on our school website\*

**A Fair and equal life for boys and girls**

- Stereotyping and equality

- Being Fair

### **Physical Changes**

- My Feelings
- My Body –  
Toothbrushing/exercise/rest and sleep
- When I feel sad or worried

### **MESP - Social Wellbeing**

#### **Religious & Moral Education:**

#### **Christianity and World Religions**

- Nativity story
- Bible Stories – Moses

#### **Other World Religions:**

- Buddhism

#### **Go Gaelic/French**

Vocabulary related to:

- Family
- Pets
- Animals
- Body parts

#### **Art and Design:**

Learn about the artist L.S Lowy – apply his techniques to artwork

#### **Gardening:**

Our weekly garden sessions will continue this session