



# Curriculum Bulletin

## Sgoil Uibhist a Tuath

**Primary:** GME5-7

**Term 2:** November – March

<p><b>Interdisciplinary Topic:</b> <i>Inequalities</i></p>	<p><b>Subjects Incorporated:</b> Social Studies, Literacy, Health &amp; Wellbeing</p>
<p><b>Description:</b> Using the novel 'Wonder' by RJ Palacio, pupils will explore important themes surrounding disabilities such as bullying, friendship, family, 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.</p> <p>Useful websites:</p> <p><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.bbcbitese.co.uk">www.bbcbitese.co.uk</a> <a href="http://www.sumdog.co.uk">www.sumdog.co.uk</a></p> <p><a href="https://www.unicef.org.uk/rights-respecting-schools/resources/">https://www.unicef.org.uk/rights-respecting-schools/resources/</a></p>	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"><li>• Time – 12/24 hour clock, durations, timetables</li><li>• Data Handling – bar charts, line graphs, pie charts and interpreting data</li></ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"><li>• Addition</li><li>• Subtraction</li><li>• Multiplication</li><li>• Division</li></ul> <p><b>Literacy &amp; Gàidhlig</b></p> <p><b>Writing</b> <u>Creating Texts</u></p> <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> <p><u>Report Writing</u></p> <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> <p><u>Tools for Writing</u></p> <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><li>• Writes in a fluent and legible way</li></ul> <p><u>Gaelic Grammar</u></p> <ul style="list-style-type: none"><li>• Identifies and uses prepositional pronouns.</li><li>• Uses the correct article before nouns in single and plural form.</li><li>• Uses idioms and expressions.</li></ul>

## **Reading**

### Understanding, analysing and Evaluating

- Identifies the purpose of a text with suitable explanation.
- Identifies the main ideas of a text with appropriate detail.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.

### Tools for Reading

- Reads with fluency understanding and expression using appropriate pace and tone.
- Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising

## **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.
- Identifies the difference between fact and opinion with suitable explanation

### Tools for Talking and Listening

- Contributes a number of relevant ideas, information and opinions when engaging with others.
- Shows respect for the views of others and offers own viewpoint.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.
- Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions

## **Health & Wellbeing:**

### Physical Education

- Badminton
- Fitness and Endurance
- Daily Mile

### **R&HP:**

\*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

- Exploring the UNCRC.
- Recognising and embracing differences in abilities and personalities.
- Sharing successes.
- Recognising and identifying abilities, skills and areas for personal development.
- Recognising the importance of interaction with family, friends and new people in social situations.

**Religious & Moral Education:**

Development of beliefs and values

Pupils will learn about tolerance and respect to others through reading 'Wonder' by RJ Palacio.

**Modern Languages:**

French

- Greetings
- Simple questions e.g. feelings, age, names.
- Number
- Alphabet
- Colours
- Fruits
- Garden vocabulary

**Gardening:**

Our weekly garden sessions will continue this session.

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