



# Curriculum Bulletin

Sgoil Uibhist a Tuath

Primary: GM3-4

Term 2: December - March

<p><b>Interdisciplinary Topic:</b> Sgeulachdan Traidiseanta (Fairy tales)</p>	<p><b>Subjects Incorporated:</b> Literacy, Expressive Arts, Mathematics, Health &amp; Wellbeing</p>
<p><b>Description:</b> This term's topic will involve Sgeulachdan Traidiseanta (Fairy tales). Our main focus will be on the tale of Jack and the Beanstalk. Children will be engaged within various areas of CfE (Literacy, Expressive Arts, Mathematics and Health &amp; Wellbeing) throughout the duration of this topic. We will be placing a big focus on Imaginative writing.</p> <p><b>The 5 Big Questions:</b></p> <ul style="list-style-type: none"><li>• How old are Fairy tales?</li><li>• Why are there bad people in Fairy tales?</li><li>• How many Fairy tales are there?</li><li>• Why is magic so important within Fairy tales?</li><li>• When did Fairy tales first begin?</li></ul> <p><b>Useful links:</b> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.sumdog.co.uk">www.sumdog.co.uk</a> <a href="http://www.go-gaelic.scot/">www.go-gaelic.scot/</a> <a href="http://www.lasadh.co.uk/">www.lasadh.co.uk/</a></p>	<p><b>Mathematics &amp; Numeracy:</b></p> <ul style="list-style-type: none"><li>• Addition &amp; subtraction</li><li>• Multiplication</li><li>• Money</li><li>• Measurement</li><li>• Problem solving activities &amp; strategies</li></ul> <p><b>Literacy</b> <b>Writing - Procedural/Imaginative</b> <b><u>Creating Texts</u></b></p> <ul style="list-style-type: none"><li>• Creates a variety of texts for different purposes.</li><li>• Selects, organises and conveys information in different ways.</li><li>• Uses vocabulary and language for specific purposes.</li><li>• Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li><li>• Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li><li>• Creates own texts, for example, stories, poems and plays, with recognisable features of genre.</li><li>• Creates texts with evidence of structure.</li><li>• Creates interesting characters through their feelings and actions and physical description.</li></ul> <p><b><u>Tools for Writing</u></b></p> <ul style="list-style-type: none"><li>• Spells most commonly used words correctly.</li><li>• Spells most vocabulary used across the curriculum correctly.</li></ul>

- Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
- Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- Links sentences using common conjunctions, for example, and, because, but or so.
- Starts sentences in a variety of ways to engage the reader.
- Checks writing to ensure it makes sense.
- Presents writing in a clear and legible way using images and other features as appropriate.

### **Reading**

#### **Tools for Reading**

- Reads aloud a familiar piece of text adding expression and can show understanding.
- Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
- Uses a range of word recognition strategies independently.
- Decodes unknown words by locating and pronouncing familiar letter patterns and blends.
- Uses context clues to read and understand texts.
- Uses punctuation and grammar to read with understanding and expression.

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

- Identifies the main ideas of texts.
- Makes appropriate suggestions about the purpose of a text.
- Answers literal, inferential and evaluative questions about texts.
- Asks questions to help make sense of a text.
- Recognises the difference between fact and opinion.
- Offers own ideas about characters, writer's use of language, structure and/or setting.
- Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.

#### **Talking and Listening**

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

- Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.
- Recognises simple differences between fact and opinion in spoken texts

### **Tools for Listening & Talking**

- Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.
- Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.
- Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.

### **Health & Wellbeing:**

#### **Physical Education**

- Badminton
- Spatial awareness & co-ordination

#### **RSHP:**

#### **Mental and emotional wellbeing (MESP)**

- Friendships
- Strengths and skills
- Talents in and out of school

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

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

Judaism

Christianity

#### **Gardening:**

Our weekly garden sessions will continue. We will be including elements of our Topic within our Gardening sessions by planting beans and monitoring their growth.