



Curriculum Bulletin

Sgoil Uibhist a Tuath

Primary: P5-7 GLE

Term 2 : December-March

<p>Interdisciplinary Topic: The Highland Clearances</p> <p>Overarching Theme: Our Historical World</p> <p>The Highland Clearances</p> <p>Description: Pupils will learn about The Highland Clearances through a novel study of The Desperate Journey. They will explore how these events played a key part in Scotland's history.</p> <p>Pupils will link and compare current transport and housing problems facing the Western Isles with the hardships endured by our ancestors during The Clearances.</p> <p>Pupils will investigate how current issues with transport links to the island may well cause a similar movement of our population to the Mainland.</p> <p>The 5 Big Questions:</p> <p>Why did the Clearances happen?</p> <p>Were people from North Uist cleared from their land?</p> <p>What were their daily lives like?</p> <p>Houses/jobs/school?</p> <p>What work did people do when they moved to the cities?</p> <p>Who cleared people from their land and where did they go?</p> <p>Useful websites:</p> <p>www.topmarks.co.uk www.bbcbitesize.co.uk www.sumdog.co.uk</p>	<p>Subjects Incorporated: Literacy, Social Studies, Expressive Arts, Technology</p> <p>Mathematics & Numeracy; Mathematics:</p> <ul style="list-style-type: none">• Time• Properties of 2D and 3D Shape• Problem solving strategies <p>Numeracy</p> <ul style="list-style-type: none">• Addition and Subtraction• Multiplication and Division• Fractions, Decimals and Percentages <p>Literacy</p> <p>Writing – Creating Texts</p> <ul style="list-style-type: none">• Imaginative Writing/Reports• Creates interesting characters through, their feelings and actions, physical description and/or dialogue.• Creates setting/context with some descriptive detail.• use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.• Creates plots with clear structures <p>Report Writing: Newspaper Reports</p> <ul style="list-style-type: none">• Organises ideas in a logical way.• Includes an introduction that makes the topic clear and a conclusion that rounds off the writing. <p>Tools for Writing</p> <ul style="list-style-type: none">• Uses punctuation such as: capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.• Use sentences of different lengths and types and varies sentence openings.
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- Links sentences using a range of conjunctions.
- Uses paragraphs to separate thoughts and ideas.
- • 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

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

- Hockey
- Gymnastics

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**

- The Christmas Story
- Parables Jesus told
- Easter

Other World Religions:

- Festivals

Go Gaelic/French

Vocabulary related to:

- Family
- Pets
- Animals
- Body parts

Gardening:

Our weekly garden sessions will continue this sessions