**Muirhouse Primary School Curriculum Plan**

 **First Level for P2 2019-2020**

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| **Aims- to develop the four capacities** |
| **Curriculum Subjects** | **Health and Wellbeing** |  |
| **Literacy****NLC Active Literacy programme – Stage 2.****NLC Writing Benchmarks****Onset and Rime programme****PM banded reading books** | **Numeracy****SEAL Number planners - Emergent and Perceptual stages.****Number Talks planner – Stage 1 and 2****NLC Mental maths planner – Early and First**  | **PEPAS****Term 1****Aesthetics – HWB 1-21a and HWB 1-23a****Term 2****Possession Games –** **HWB 1-21a and** **HWB 1-23a****Term 3****Central net and wall -** **HWB 1-22a and HWB 1-24a****Target Games – HWB 1-22a and HWB 1-24a****Term 4****Athletics –** **HWB 1-22a and HWB 1-23a****Striking and Fielding –** **HWB 1-22a and HWB 1-23a****Resources****Ayrshire PE pack** | **Health and Wellbeing****Term 1****Responsible** – Class Charter. HWB 1-23a**Safe** – Green Cross Road linked to Transport topic. HWB 1-16a**Class Dojo** – I can handle it and I matter – HWB 1-06a**Term 2****Included** – Link to Christmas toy appeal. HWB 1-08a and HWB 1-20a**Safe –** Link to Bonfire Night. HWB 1-16a**Class Dojo** – I matter HWB 1-05a**Term 3****Healthy** – Link to fruit growing. HWB 1-30a**Nurtured –** Link togrowing and planting. HWB 1-32a**Respected** – Healthy Eating – HWB 1-29a**Active –** Food and Health HWB 1-30a**Class Dojo** – I will try and I will be ok. HWB 1 – 19a and HWB 1-11a**Term 4****Achieving –** Link to target setting and achievements. HWB 1-19a and HWB 1-24a**Active –** Sports Day. HWB 1-11a**Class Dojo –** Perseverance and Empathy – HWB 1-10a**Resources**Healthy Schools packSchool Mental and Emotional wellbeing overview | **RME****Term 1****Widening our experiences.****RME 1-01c, RME 1-04c, RME 1-07a****School, Family and community celebrations****RME 1-03b, RME 1-09b, RME 1-06b****Term 2****Conflict and Resolution****RME 1-02a, RME 1-02b, RME 1-09b, RME 1-09c****Seasonal Celebrations****RME 1-03b, RME 1-03a****Term 3****Global Citizenship****RME 1-09b, RME 1-09c****Growth and Change****RME 1-01a, RME 1-01b, RME 1-04b****RME 1-07a****Term 4****Key figures/beliefs****RME 1-04a, 1-05a, 1-05b, 1-07a****Maintaining relationships****RME 1-08a, 1-09b, 1-09c** | **Modern Languages**Follow the French Plan.Stage 2 planner | **Science as a subject**Term 4“Fresh Food” Science Investigation. SCN 1-03SCN 1-13“Growing Seeds” Science InvestigationSCN 1-02SCN 1-03SCN 1-14 |
| **Technologies** | **Expressive Arts** |
| **ICT**ICT PlannerICT to enhance learning:TCH 1-03aTCH 1-04aTechnological developments in society:TCH 1-01c | **Food and Textiles**HWB 1-35a – Linked to growing and planting topic.Health week – HWB 1-30b | **Craft and Design**Outdoor Learning progression planner.TCH 1-12a*DYW week.* | **Music**ABC Music ProgrammeEXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19aProgression of skills: following the tune, hear different moods in music, recognise fast, medium and slow tempos. Recognise that sections of music can sound the same or different. | **Art**Borders Art pack.EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-06a, EXA 1-07a.Progression of skills: Observe and draw landscapes, mixing colours, find collections of colour. Use materials to make known objects for a purpose. | **Drama**EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15aConventions – still image. | **Dance**Resource – RSCDS Scottish Dance.*EXA 1-10a* |

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| **Interdisciplinary Learning** | **People, past events and societies**Great Scots – St Andrew (Nov)Robert Burns (January)SOC 1-09aSOC 1-06aSOC 1-07aSOC 1-04aSOC 1-02a | **People in society, economy and business**Newsround – current affairs – SOC 1-15aMy local area – Clyde valley. Fruit growing/planting. Garden centres (Feb-March)SOC 1-13aSOC 1-09aTransport (Term 1/2)SOC 1-16aSOC 1-20aChristmas stall/toy appeal (December)SOC 1-22a | **People, Place and environment**Mapping skillsMy Local Area (Feb/March)SOC 1-11aSOC 1-14a | **Sciences**My local area. Clyde Valley – Fruit growing/planting/Garden centres (Feb-March)SCN 1-03aSCN 1-02a |

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| **Ethos and Life of the School** | **Rights respecting school**Article 19 – Related to Safe Indicator and Bonfire Night.Article 24 – Linked to Fruit topic and Healthy Indicator.Article 31 – Link to fruit growing and healthy eating.Article 3 – RRS Assembly – Term 1 | *Assembly programme will address school values, HWB, RME and RRS.* | **Sustainability Focus/Outdoor learning**Resource – MPS Outdoor Learning progression planner.HWB 1-16aSOC 1-07aSCN 1-12aHWB 1-19HWb 1-11a |
| **Opportunities for Personal Achievement** | **Class Performance**Christmas Nativity performance.RME 1-03bEXA 1-14a | **Event/Enterprise**Christmas Toy Appeal for local children’s ward. | **Developing the Young Workforce***Identify relevant E&Os and plan a series of science/STEM lessons**Identify relevant lessons to promote creativity**Relates to technology* | **Homework**P2 homework format:* Phoneme words
* Common word sentences.
* Number task
* Weekly IDL task
* Ongoing Sumdog challenges set
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Notes

This is a template. You can type over the guidance notes in italic.

This should be completed at the start of the session, alongside colleagues working at the same level. You should refer to the previous curriculum overview and seek to select E&Os to ensure broad coverage across the level.

When E&Os are selected they should be added to the overview.

You should work out when you plan to teach each part of the plan and highlight it the appropriate term colour. You should be looking for natural links in the learning. You should ensure that the learning is progressive and at an appropriate level for the stage and takes account of prior learning.

At the first FP checkpoint date the following should be emailed to HT and will be used as the basis for the planning and tracking meetings.

* Completed curriculum overview for the year
* Completed Planning for Learning and Pupil Progress Sheet

At the planning meeting, these will be discussed and we will attempt to enter our tracking information onto Seemis Tracking. You should bring the previous teacher’s prediction/professional judgement sheet.

I do not require to see the big folder with your lesson plans etc but you should keep this up to date as a working document and it should be made available to use by anyone who may require it. You should always be clear about your learning intentions and agree success criteria for assessment.

Your feedback to learners should directly relate to the success criteria and pupils should be trained to self and peer assess against this criteria too.

Intended learning for the term should be shared with pupils and this, along with feedback should inform pupil’s own target setting.