**Muirhouse Primary School Curriculum Plan**

**Early/First/Second Level for P7 2019-2020**

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| **School Vision:** Working with others to turn dreams into reality  **Values:** We value happiness, safety and learning and understand the importance of trust, kindness, friendship and respect to achieve our vision.  **Aims-** to develop the four capacities | | | | | | | | | | |
| **Curriculum Subjects** | | | | **Health and Wellbeing** | | |  | | | |
| **Literacy**  Reading  Term 1  Short Passages  Analysing Extracts (The Witches)  Story Spinners  Media  Class Novel linked to IDL Topic.  Non-Fiction  Term 2  Poetry  Class Novel linked to IDL  Group Novels  Term 3:  Group Novels  Debate  Writing  Big Writing – P7  Term 1:  Impact Lessons  Spelling  Active Literacy Spelling:  Stages 4, 6, 7  Talking and Listening  Solo Talks  NLC Planner | | **Numeracy**  NLC Maths and Numeracy Planners – SEAL Planner  New pathway stages 6 and 7.  Using HAM as main resource.  Problem Solving: Maths Comprehension Card.  NLC Mental Maths Planner  NLC Number Talks – P5-7 stage. | | **PEPAS**  P.E  (NLC Planners)  Term 1:  Central Net and Wall  Badminton  Tennis  Outdoor and Adventure  Orienteering  Team Building  Aesthetics  Gymnastics  Dance  Term 2:  Possession Games  Football  Basketball  Netball  Target Games  Golf  Term 3:  Striking and Fielding  Rounders  Athletics  Track & Field  Fitness | **Health and Wellbeing**  Healthy Schools Pack (HSP) – 2nd Level  Term 1:  Cranes for Peace:  Including Prevent Strategy  (HWB 2-09a)  Healthy- Healthy Lifestyles- puberty SHRE following NLC guidelines for P7  Achieving- Food and Health  Nurtured- Circle of Friends/Growth mindset  Term 2:  Active- Healthy Lifestyles- Green Exercise Respected- Food and Health: factors influencing food choices.  Term 3:  Responsible – Monitoring personal progress in PE  Included- bullying, discrimination and body image.  Transition lessons specific to moving into S1. | | **RME**  School Planners – P6  Term 1:  Global Conservation- Cranes for Peace  (*RME 2-07a*  *RME 2-05a*  *RME 2-05b)*  Term 2  Death of a Loved One  Widening Relationships and Responsibilities (Key Figures) Term 3:  The Journey of Life, Passover.  Marking Life’s Stages | **Modern Languages**  Primary 7: NLC French Planners and Spanish L3 Planners  Term 1:  Consolidation  Greetings  Feelings  Family and Pets  Personal Talk (Assessment)  Body parts  Classroom Talk  Classroom Objects  Term 2:  Numbers to 100  Hobbies  Likes and dislikes  Time  Weather  Classroom Objects  Christmas Songs  Weather Report (Assessment)  Term 3:  Consolidation  Likes/dislikes- subjects  Foods and drinks  Writing focus  Project- The French Speaking World  SPANISH – Name, age, birthday, live, family, numbers to 10. | | **Science as a subject**  Term 1:  Climate Action: renewable and non-renewable energy sources. SCN 2-05b  Monsoons (non-fiction links)  SCN2-17a  SOC 2-07b  Term 2  Egg Drop Science Experiment |
| **Technologies** | | | | | **Expressive Arts** | | | | | |
| **ICT**  Primary 7 School Planners  Term 1:  Using technology  Using the internet  Creating and Publishing (Word Processing- text boxes, word art and hyperlinks)  Using data (adding to an existing spreadsheet)  Term 2:  Creating and Publishing (Presentation software) Linked to HWB: Green Exercise  Term 3:  Digital Media  Programming and Control | **Food and Textiles**  Borders Art Planner (P7)  (See Art)  Term 2: War time meal planner- rationing  Term 3:  Traditional food at Passover celebrations (linked to RME) | | **Craft and Design**  Term 1:  Link to RME, Cranes for Peace:  TCH 2-09a  TCH 2-10a  Links to Christmas Enterprise  Term 2: War Planes  TCH 2-09a  TCH 2-12a | | **Music**  Term 1  ABC Music  EXA 2-16a  EXA 2-17a  Term 2:  ABC Music  EXA 2-19a  EXA 2-18a  Term 3:  Graduation Assembly | **Art**  EXA Planners – P6  Term 1:  Design a hat EXA 2-02a  Artist focus – Picasso (Painting, 3D, Drawing)  Term 2:  WWII Soldier Portrait Collage(background only) EXA 2-04a  Artist focus – Van Gogh  Term 3:  Portraits using symmetry (MTH 2-19a)*.* | | | **Drama**  Term 1 Masterclass  EXA 2-12a, 2-13a and 2-15a  TERM 2: Carrie’s War: EXA2-13a  TERM 3: Debate Block: EXA 2-14a  EXA 2-15a  TERM 3: P7 Graduation: EXA 2-12a | **Dance**  Term 2:  Jigs&Reels:  The Dashing White Sergeant, Gay Gordons, Virginia Reel, Military Two Step  EXA 2-09a EXA 2-10a  EXA 2-11a |

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| **Interdisciplinary Learning** | **People, past events and societies**  TERM 1: Russian Revolution:  SOC 2-16b  SOC 2-15a  RME 2-09d  TERM 2: WWII  SOC 2-01a  SOC2-03a  SOC2-06a  RME 2-09b | **People in society, economy and business**  TERM 1: Class Election:  SOC 2-17a  SOC 2-18a  Christmas Enterprise:  SOC2-22a | **People, Place and environment**  Term 3:  St Patrick’s Graveyard  SOC 2-10a  SOC 2-14a | **Sciences**  Term 3  Life cycle of plants (link to Dalziel Estate, St Patrick’s Graveyard) |

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| **Ethos and Life of the School** | **Rights respecting school**  *Abuse and Neglect* | | *Assembly programme will address school values, HWB, RME and RRS.* | **Sustainability Focus/Outdoor learning**  *Climate Action* |
| **Opportunities for Personal Achievement** | **Class Performance**  Term 4:  Graduation Assembly | **Event/Enterprise**  *Christmas Enterprise*  *School Show (P5-7)* | **Developing the Young Workforce**  Term 1:  Christmas Enterprise | **Homework**  Weekly homework consolidating spelling and grammar.  Maths/Number homework.  Prepare Solo Talks (1 in French)  Term 1:  World of Work Week – What do you want to be when you’re older?  Term 2  Inspirational Woman |

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.