**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**ReadingTerm 1 Short PassagesAnalysing Extracts (The Witches)Story SpinnersMediaClass Novel linked to IDL Topic. Non-FictionTerm 2PoetryClass Novel linked to IDLGroup NovelsTerm 3: Group NovelsDebateWritingBig Writing – P7Term 1:Impact LessonsSpellingActive Literacy Spelling:Stages 4, 6, 7Talking and ListeningSolo TalksNLC Planner | **Numeracy**NLC Maths and Numeracy Planners – SEAL PlannerNew pathway stages 6 and 7. Using HAM as main resource. Problem Solving: Maths Comprehension Card.NLC Mental Maths PlannerNLC Number Talks – P5-7 stage. | **PEPAS**P.E (NLC Planners)Term 1:Central Net and WallBadmintonTennisOutdoor and AdventureOrienteeringTeam Building AestheticsGymnasticsDanceTerm 2:Possession GamesFootball BasketballNetballTarget GamesGolfTerm 3:Striking and Fielding RoundersAthletics Track & FieldFitness | **Health and Wellbeing**Healthy Schools Pack (HSP) – 2nd LevelTerm 1:Cranes for Peace: Including Prevent Strategy(HWB 2-09a)Healthy- Healthy Lifestyles- puberty SHRE following NLC guidelines for P7Achieving- Food and HealthNurtured- Circle of Friends/Growth mindsetTerm 2:Active- Healthy Lifestyles- Green Exercise Respected- Food and Health: factors influencing food choices. Term 3:Responsible – Monitoring personal progress in PEIncluded- bullying, discrimination and body image.Transition lessons specific to moving into S1. | **RME**School Planners – P6Term 1:Global Conservation- Cranes for Peace(*RME 2-07a**RME 2-05a**RME 2-05b)* Term 2Death 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 PlannersTerm 1:ConsolidationGreetings FeelingsFamily and PetsPersonal Talk (Assessment)Body partsClassroom TalkClassroom ObjectsTerm 2:Numbers to 100HobbiesLikes and dislikesTimeWeatherClassroom ObjectsChristmas SongsWeather Report (Assessment)Term 3:ConsolidationLikes/dislikes- subjectsFoods and drinksWriting focusProject- The French Speaking WorldSPANISH – Name, age, birthday, live, family, numbers to 10. | **Science as a subject**Term 1:Climate Action: renewable and non-renewable energy sources. SCN 2-05bMonsoons (non-fiction links) SCN2-17aSOC 2-07bTerm 2Egg Drop Science Experiment |
| **Technologies** | **Expressive Arts** |
| **ICT**Primary 7 School PlannersTerm 1:Using technologyUsing the internetCreating 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 ExerciseTerm 3:Digital MediaProgramming and Control | **Food and Textiles**Borders Art Planner (P7)(See Art)Term 2: War time meal planner- rationingTerm 3:Traditional food at Passover celebrations (linked to RME) | **Craft and Design**Term 1:Link to RME, Cranes for Peace:TCH 2-09aTCH 2-10aLinks to Christmas EnterpriseTerm 2: War Planes TCH 2-09aTCH 2-12a | **Music**Term 1ABC MusicEXA 2-16aEXA 2-17aTerm 2: ABC MusicEXA 2-19aEXA 2-18aTerm 3:Graduation Assembly | **Art**EXA Planners – P6Term 1:Design a hat EXA 2-02aArtist focus – Picasso (Painting, 3D, Drawing)Term 2:WWII Soldier Portrait Collage(background only) EXA 2-04aArtist focus – Van GoghTerm 3:Portraits using symmetry (MTH 2-19a)*.* | **Drama**Term 1 MasterclassEXA 2-12a, 2-13a and 2-15aTERM 2: Carrie’s War: EXA2-13aTERM 3: Debate Block: EXA 2-14aEXA 2-15a TERM 3: P7 Graduation: EXA 2-12a | **Dance**Term 2:Jigs&Reels:The Dashing White Sergeant, Gay Gordons, Virginia Reel, Military Two StepEXA 2-09a EXA 2-10aEXA 2-11a |

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| **Interdisciplinary Learning** | **People, past events and societies**TERM 1: Russian Revolution:SOC 2-16bSOC 2-15aRME 2-09dTERM 2: WWIISOC 2-01aSOC2-03aSOC2-06aRME 2-09b | **People in society, economy and business**TERM 1: Class Election:SOC 2-17aSOC 2-18aChristmas Enterprise: SOC2-22a | **People, Place and environment**Term 3:St Patrick’s GraveyardSOC 2-10aSOC 2-14a | **Sciences**Term 3Life 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 2Inspirational 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.