**Muirhouse Primary School Curriculum Plan**

 **First Level for P2 Session 2021-2022**

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| **Aims- to develop the four capacities** |
| **Curriculum Subjects** | **Health and Wellbeing** |  |
| **Literacy****NLC Active Literacy recovery programme and Stage 1 and 2 planners.****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** **Heinemann Active Maths** | **PEPAS****Term 1****Fitness – HWB 1-21a and HWB 1-22a****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****Borders PE pack.** | **Health and Wellbeing****Term 1****Responsible – Class Charter. HWB 1-23a****HWB 1-15a – My Senses** **Class Dojo – Moods and Attitudes – HWB 1-04a****Achieving HWB 1-19a - target setting****Term 2****Included – Link to Toy Story . 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 to growing 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 overviewDojo big ideas lessons.  | **RME****Term 1****Widening our experiences.****RME 1-01c, RME 1-04c, RME 1-07a****Term 2****School, Family and community celebrations****RME 1-03b, RME 1-09b, RME 1-06b****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****Term 1****Greetings.****Classroom Talk****Numbers 0-10****Colours****MLAN 1-01a/b/c****Term 2****Feelings****Numbers 11-20****Calendar – days****MLAN 1-02a/b****Term 3****Personal information****Calendar – months****Colours cont’d****MLAN 1-03a****MLAN 1-05a/b****MLNA 1-07a/b****Term 4****Personal information cont’d****Body parts****Geographical awareness****MLAN 1-06****MLAN 1-09a****Resources:****NLC Stage 2 planner** | **Science as a subject**  “Fresh Food” Science Investigation.  SCN 1-03 SCN 1-13   “Growing Seeds” Science Investigation SCN 1-02 SCN 1-03 SCN 1-14  |
| **Technologies** | **Expressive Arts** |
| **ICT**ICT PlannerICT to enhance learning:TCH 1-03aTCH 1-04a(Term 4)*RRS – Article 19, safety*Technological developments in society:TCH 1-01c | **Food and Textiles**HWB 1-35a – Linked to growing and planting topic.Health week – HWB 1-30bFranceHWB 1-04a | **Craft and Design**My Senses – TCH 1-10aToy Story TCH 1-01b and TCH 1-04bOutdoor Learning progression planner.TCH 1-12a**DYW week?** | **Music**EXA – 1-17a – My SensesABC Music ProgrammeEXA 1-16a, 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 societiesGreat Scots – St Andrew (Nov)Robert Burns (January)SOC 1-09aSOC 1-06aSOC 1-07aSOC 1-04aSOC 1-02a**Toy Story – Term 2****SOC 1-01a****SOC 1-04a***RRS- Article 31- relax and play* | People in society, economy and businessMy Senses – SOC 1-16a*RRS – Article 6- life and health*Newsround – current affairs – SOC 1-15a*RRS- Article 17- honest media*My local area – Clyde valley. Fruit growing/planting. Garden centres (Feb-March)SOC 1-13aSOC 1-09aSOC 1-20a | People, Place and environmentMapping skillsMy Local Area (Feb/March)SOC 1-11aSOC 1-14aFrance (Term 4)SOC 1-13aSOC 1-09a*Article 24 – Linked to Fruit topic and Healthy Indicator.* | SciencesMy Senses (term 1)SCN 1-11aSCN 1-12bToys (term 2)SCN 1-15aMy local area. Clyde Valley – Fruit growing/planting/Garden centres (Feb-March)SCN 1-03aSCN 1-02a*Article 24 – Linked to Fruit topic and Healthy Indicator.*  |

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| Ethos and Life of the School | Rights respecting schoolArticle 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 learningResource – Outdoor Learning Free play sessions planner.HWB 1-16a ENG 1-30aSOC 1-01a EXA 1-05aSCN 1-12b SCN 1-15aHWB 1-19aHWb 1-11a |
| **Opportunities for Personal Achievement** | **Class Performance** | **Event/Enterprise**Term 2 – ToysTCH 1-14aDesign and create a simple jigsaw puzzle.  | **Developing the Young Workforce****DYW week***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
* Weekly Sumdog challenges set
* Reading books
* Seesaw activities
* Education City
* Teach you Monster to read
* Oxford Owls reading ebooks
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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.