**Muirhouse Primary School Curriculum Plan**

 **Second Level for P7 2021- 2022**

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| **School Vision:** DREAM BELIEVE WORK ACHIEVE**Values:** happiness, safety, learning, trust, kindness, friendship, respect **Aims-** to develop the four capacities |
| **Curriculum Subjects** | **Health and Wellbeing** |  |
| **Literacy**Reading**Term 1** Class Novel linked to IDL: Natasha’s Will or SeekersNon-Fiction (Natural Disasters)Poetry and figurative languageMediaTerm 2Short extracts: The Witches or The TwitsScots: Tam O’ShanterClass Novel linked to IDL: Carrie’s War (Authors)Adolphus Tips (Illustrators)Reading Assessments and analysing texts.Term 3: Group NovelsDebateWritingBig Writing – P7Term 1:Impact Lessons (narrative) x3PoetryExplanationPersuasiveTerm 2NarrativeInformation PersuasiveTerm 3: DebateRecountNarrativeSpellingTerm 1: Term 2 Term 3: Active Literacy Spelling:Stages 4, 7Talking and ListeningTerm 1: Term 2Solo Talks: biographyTerm 3: Muirhouse MemoryP7 Graduation Assembly**RRS**28&29 | **Numeracy****Term 1**NLC Maths and Numeracy Planners – SEAL Planner (intervention programme)New pathway stages 5 and 7. Using HAM as main resource. Problem Solving: Maths Comprehension Card.NLC Mental Maths Planner**RRS**28&29 | **PEPAS****Term 1** **NCCT Covering SALS through***Gynmastics**Dance*MUGA: running stamina and strategy games. Term 2**NCCT Covering SALS through**Possession GamesMUGA: orienteeringTerm 3:**NCCT Covering SALS through**Track and FieldFitnessMUGA: Athletics**RRS**24&31 | **Health and Wellbeing**Healthy Schools Pack (HSP) – 2nd LevelTerm 1:SAFE-I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41Healthy-Understanding food labelsBy investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36aAchieving- **Discuss** my own interests, skills and abilities in and out of school and areas for personal development. HWB 2-13aNurtured- Term 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.**RRS**12, 13, 14 & 30TERM 4SHRE p7 PROGRAMME | **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 2Numbers 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 2-05bSCN 2-20bNatural Disasters (non-fiction links) SCN2-17aSOC 2-07bTerm 2Vibrations and Waves SCN 2-11a SCN 2-11bEarth’s MaterialsSCN 2-17aTerm 3:Plants and classification (graveyard links)SCN 2-01aSCN 2-02aSCN 2-02bSCN 2-03a |
| **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***If Covid allows, otherwise some music appreciation*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 Enterprise Sales PitchTERM 2: Carrie’s War: EXA2-13aTERM 3: Debate Block: EXA 2-14aEXA 2-15a TERM 3: P7 Graduation: EXA 2-12a | **Dance**If Covid allowsTerm 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: (Authors literacy group only)SOC 2-16bSOC 2-15aRME 2-09d*RRS – Article 27, basic food, health and safety*TERM 2: WWIISOC 2-01aSOC2-03aSOC2-06aRME 2-09b*RRS – Article 14, freedom to practice any religion or beli*ef*RRS – Article 30, language and culture**RRS – Article 6, Life and health* | **People in society, economy and business**TERM 1: Class Election:SOC 2-17aSOC 2-18a*RRS – Article 12, 13- Freedom of expression, opinion*Christmas Enterprise: SOC2-22a | **People, Place and environment**TERM 1: Polar Regions: (Illustrators literacy group only)SOC 2-08aSOC 2-08bSOC 2-08cSOC 2-12aSOC 2-14aTerm 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**Class Charter**Tolerance and respect* | *Assembly programme will address school values, HWB, RME and RRS.* | **Sustainability Focus/Outdoor learning***Climate Action:* SOC 2-12a SCN 2-04b SOC 2-13a SOC 2-08a TCH 2-06a  |
| **Opportunities for Personal Achievement** | **Class Performance**Term 4:Graduation Assembly | **Event/Enterprise***Christmas Enterprise* | **Developing the Young Workforce**Term 1:If covid allows,Christmas Enterprise | **Homework**Weekly homework consolidating spelling and grammar using Sumdog.Maths/Number homework using Sumdog or Education City.Assorted IDL activitiesPrepare Solo Talks (1 in French)Term 1:World of Work Week – What do you want to be when you’re older?Term 2BiographyInspirational 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.