**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 Seekers  Non-Fiction (Natural Disasters)  Poetry and figurative language  Media  Term 2  Short extracts: The Witches or The Twits  Scots: Tam O’Shanter  Class Novel linked to IDL: Carrie’s War (Authors)  Adolphus Tips (Illustrators)  Reading Assessments and analysing texts.  Term 3:  Group Novels  Debate  Writing  Big Writing – P7  Term 1:  Impact Lessons (narrative) x3  Poetry  Explanation  Persuasive  Term 2  Narrative  Information  Persuasive  Term 3:  Debate  Recount  Narrative  Spelling  Term 1: Term 2 Term 3:  Active Literacy Spelling:  Stages 4, 7  Talking and Listening  Term 1:  Term 2  Solo Talks: biography  Term 3:  Muirhouse Memory  P7 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 Games  MUGA: orienteering  Term 3:  **NCCT Covering SALS through**  Track and Field  Fitness  MUGA: Athletics  **RRS**  24&31 | **Health and Wellbeing**  Healthy Schools Pack (HSP) – 2nd Level  Term 1:  SAFE-I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41  Healthy-Understanding food labels  By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a  Achieving- **Discuss** my own interests, skills and abilities in and out of school and areas for personal development. HWB 2-13a  Nurtured-  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.  **RRS**  12, 13, 14 & 30  TERM 4  SHRE p7 PROGRAMME | | **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  SCN 2-20b  Natural Disasters (non-fiction links)  SCN2-17a  SOC 2-07b  Term 2  Vibrations and Waves  SCN 2-11a  SCN 2-11b  Earth’s Materials  SCN 2-17a  Term 3:  Plants and classification (graveyard links)  SCN 2-01a  SCN 2-02a  SCN 2-02b  SCN 2-03a |
| **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**  *If Covid allows, otherwise some music appreciation*  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  Enterprise Sales Pitch  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**  If Covid allows  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: (Authors literacy group only)  SOC 2-16b  SOC 2-15a  RME 2-09d  *RRS – Article 27, basic food, health and safety*  TERM 2: WWII  SOC 2-01a  SOC2-03a  SOC2-06a  RME 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 2-17a  SOC 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 2-08a  SOC 2-08b  SOC 2-08c  SOC 2-12a  SOC 2-14a  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*  *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 activities  Prepare Solo Talks (1 in French)  Term 1:  World of Work Week – What do you want to be when you’re older?  Term 2  Biography  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.