



- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions

Literacy and English	Numeracy and Maths
<p>Listening and talking:</p> <ul style="list-style-type: none"> • Follows and gives instructions • Identifies and says all core phonemes • Listen, take turns and deliver a Scottish Poem in class using actions and good expression <p>Reading</p> <ul style="list-style-type: none"> • Blends phonemes to make words - CVC, CCVC • Reads from left to right sounding out as many words as possible • Knows the difference between a letter and a numeral • Recognise some simple words • Continue to learn and revise taught common words • Finds information in a text to learn new things <p>Writing</p> <ul style="list-style-type: none"> • Use upper- and lower-case letters in writing where appropriate • Begin to write a meaningful sentence with support • Use a capital letter, finger spaces and full stops in a sentence • Makes an attempt to spell words correctly • Uses a story board to help convey ideas <p>Through Talk for Writing, children will retell a story and begin to create their own version of a story.</p>	<p>Number:</p> <ul style="list-style-type: none"> • Adds and subtracts to 10 • Appropriately uses the correct mathematical symbols + - = • Investigate number stories to 10 <p>Fractions</p> <ul style="list-style-type: none"> • Splits a whole number into smaller parts • Uses appropriate vocabulary to describe halves • Shares a group of items equally into smaller groups <p>Time</p> <ul style="list-style-type: none"> • Links daily routines to time sequences • Names days of the weeks in order • Says months of the year in order • Talks about features of the 4 seasons in relevant contexts • Recognises and discusses everyday uses of time • Uses appropriate language when talking about time • Reads analogue and digital clocks - O'clock and half past <p>Angles and symmetry</p> <ul style="list-style-type: none"> • Identifies, describes and creates pictures with at least one line of symmetry • Uses the correct language of position and direction
Expressive Arts	Health and Wellbeing
<p>Music:</p> <ul style="list-style-type: none"> • Shares thoughts and experiences about musical performances • Describe music performances – fast/slow, quiet/loud • Use musical instruments to keep a beat • Use pictures to help me play along to a song keeping the beat <p>Dance:</p> <ul style="list-style-type: none"> • Move to music and stop/start with control • Follow or copy movements • Take part in a group dance • Participates in different styles of dancing <p>Drama:</p> <ul style="list-style-type: none"> • Communicates ideas through improvised drama, voice, movement, and facial expressions <p>Art and Design:</p>	<p>HWB</p> <ul style="list-style-type: none"> • Maintain a positive attitude towards participating in physical activity • Understand the need for good hygiene, exercise, rest, healthy eating habits • Sequence steps to encourage good hygiene e.g. brushing teeth • Develop an understanding that food gives us energy (fuel) • Describe how I feel before and after physical activity • Learning about respect for my body and what behaviour is right and wrong <p>PE</p> <ul style="list-style-type: none"> • Gymnastics <ul style="list-style-type: none"> ○ Holding body in different positions ○ Perform land, roll and balance with control • Invasion/tag games



- Work with others to solve simple design problems
- Create artwork using different lines
- Discuss properties of a variety of fabrics
- Discover what adding white to a colour achieves

- Moving safely and at different speeds
- Running and dodging
- **Net/wall games**
 - Tracking and striking skills
 - Linking movements together

Emotion Works

- Yellow Cog
 - Name and identify emotion triggers
 - Ask and answer questions about the causes of emotions
- Red Cog
 - Talk about body sensations from the emotion

Religious and Moral Education

- Read and discuss stories from the old and new testament
- Demonstrate Christian values of friendship, caring and kindness
- Preparation for Easter time - Ash Wednesday, Good Friday, Easter Sunday

French

- Follow simple instructions e.g. stand up/sit down, repeat
- Say please and thank-you
- Count from 0-10
- Point to correct body part when singing 'Head, shoulder, knees and toes' in French
- Explore differences between Scotland and France

Interdisciplinary Learning

Other

Scotland

- Participate in a Scottish poem and songs
- Create some pictures/buildings of Scotland
- Take part in a mini Highland Games
- Do some Scottish dancing
- Learn some Scottish words

Prestwick – past and present

- Compare and contrast Prestwick now and the past and how people lived
- Draw a simple model of my local area
- Describe appropriate methods of travel
- Discuss how different methods of travel impact the environment

Superheroes

- Explore books with a superhero theme
- Design a superhero
- Create a superhero story - using pictures

Discovery

- Children will choose an area they are interested in to lead their own learning. They will use various methods to learn and record their findings. Currently, most children have chosen

Technology:

- Discuss technologies used at home and at school and how they help
- Explore the appropriate use of the internet
- Understand the importance of passwords
- Uses a range of materials when creating my own design or following others designs
- Select an appropriate solution to a design problem
- Sequence an everyday task
- Program a device to follow an instruction
- Recognise error in an instruction and try to fix them

Science:

- Identify senses and use them to explore the world around me
- Explore a variety of ways of making sound

Outdoor learning:

- Use outdoors to explore our senses
- Draw and create symmetrical pictures outside
- Play games to develop giving instructions, listening, trust and directions.



St. Ninian's Primary

Curriculum Overview

Term 2

Primary 1

to learn 'under the sea'. This will change every few weeks depending on the children's interests.