

## Curriculum Overview

Curriculum for Excellence (CfE) is the curriculum in Scotland. Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across **four contexts**:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement



<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

### The Four Capacities:



### The Seven Principles of CfE

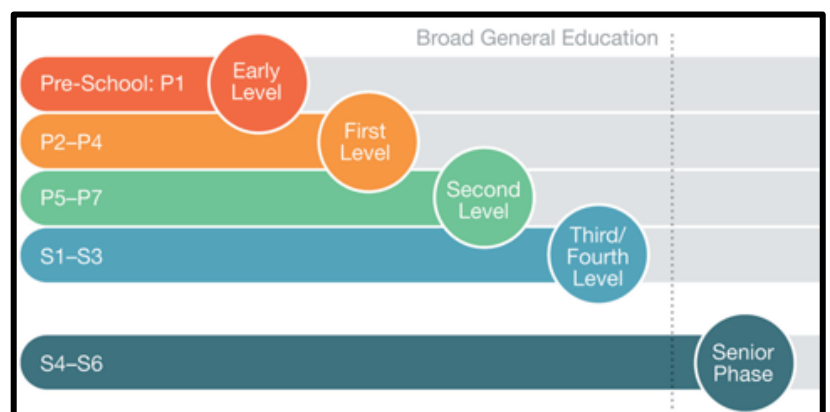
Aspects of curriculum design we must take into account when planning for learning:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance
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**Interdisciplinary Learning (IDL)** is based upon groupings of experiences and outcomes from within and across curriculum areas, provides relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of the children.

### Curriculum areas:

Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Studies, Sciences, Social Studies, Technologies, Literacy, Numeracy, Health and Wellbeing  
Curricular areas are comprised of experiences and outcomes for each CfE level.



CfE Levels for some achieved earlier or later. Some of our pupils will have an alternative and individualised curriculum that may have a higher emphasis on Health and Wellbeing and skills for life. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from ELC to primary, primary to secondary and beyond. This will ensure children continue to work at their own pace and be provided with challenge they can thrive on.

**Literacy** permeates the whole curriculum and is central to children's learning. Children's earliest language is acquired in the home and in pre-school groups. At Nursery and in school we build on that foundation and on the children's widening range of experience. In Sound Nursery pupils are encouraged to recognise their names through finding their snack names and have differing opportunity for early mark making and emerging literacy development through our high quality provision.

Early language will be varied: a mixture of dialect, sign language or languages other than English. Our teachers strive to meet individual needs, encourage confidence and make learning a pleasurable experience. The main outcomes are **Listening and Talking, Reading and Writing**. Any activity involving language includes several of these outcomes.

We lay great emphasis on the ability to read with understanding and fluency. The basic skills of phonics and word recognition are experienced from nursery onwards and more complex comprehension and reference skills are systematically developed as the child progresses through the school. We use a variety of commercial resources to support teaching of literacy; including Jolly Phonics, Dandelion Readers, Oxford Reading Tree, Storyworlds, Nelson, Ginn and Literacy World. High quality questioning is vital for developing pupils' comprehension ability and developing their understanding of spoken and written word. We also attach a high priority to pupils having knowledge about language; actively listening; talking clearly and audibly and writing fluently and legibly with accurate spelling and punctuation. For some pupils this may look different; they may use digital technology such as laptops, Microsoft Notebook or a scribe and may use audible books for reading language development. At all stages, much of a child's language development is achieved through activities in other areas of the curriculum or through IDL activities.

Pupils also have access to:

- Small classroom library with a range of fiction and non-fiction texts;
- Book swaps where pupils can swap books from home or borrow books;
- Central school library; classes are timetabled weekly to attend the library;
- Access to audio books on kindles;
- P4-7 have access to Dekko comics and First News newspaper.

We encourage listening to texts and reading a range of fiction, non-fiction texts including sports reports, newspapers, comics and environmental print to develop pupils' literacy and language skills.

**Numeracy** is important in our everyday life and is about solving problems. This is especially the case in Nursery and P1 where children are learning how to solve problems and develop number knowledge through play. We aim to equip our pupils with the skills needed to interpret and analyse information, simplify and solve problems and make informed decisions. We aim to equip each child with essential numeracy skills to cope with everyday needs and with the knowledge of mathematical concepts to face the challenge presented by the secondary school and beyond.

The Numeracy and Mathematics CfE curriculum consists of three main organisers, each of which contains a number of sub divisions:

- Information Handling
- Number, Money and Measurement
- Shape, Position and Movement

Numeracy and mathematical skills are developed through careful planning of learning activities, questions and a range of assessments. As learners progress through Curriculum for Excellence levels, they should demonstrate an increasing ability to link, transfer and apply Numeracy skills in a range of contexts both in and out school.

Learning is a cycle, where knowledge provides the foundation for developing strategies, and use of strategies develops new knowledge. Each child is given freedom to develop and proceed at their own rate but at the same time follows a definite progression in Numeracy and Mathematics, as outlined in the CfE stages. The aim is to give each child a knowledge, skills and appreciation of mathematics as a creative subject and of its importance in everyday life and the environment.

**Health and Wellbeing** promotes confidence, independent thinking and positive attitudes and dispositions. It is the **responsibility of everyone** within the school community to contribute to learning and development in this area. All staff members share the responsibility for creating a positive ethos and climate of respect and trust.

Our Health and Wellbeing curriculum is based around:

- Mental, emotional and social and physical well being
- Planning for choices and change
- Physical Education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

Health and Wellbeing permeates each area of the curriculum and is a fundamental aspect of the education of the whole child. We aim to promote an awareness of the needs of others, values in society and for each child to take increasing responsibility. In achieving this, children will be required to increase their knowledge and understanding about themselves, others and the world in which they live. The whole school participate in daily 'emotional check ins' and we have a nurturing ethos across the Nursery and School which promotes positive mental health and wellbeing; including specific nurture groups and activities such as breakfast club for pupils who have been identified as would benefit from this. Extra-Curricular activities are available when possible. These vary from year to year but can include activities such as sports clubs, homework club, drama club, poetry club.

Physical Education plays an important role in ensuring that our children are equipped with the skills that allow them to make choices about their own health. The PE teacher has developed a progressive programme for PE and all pupils, including Nursery, and are able to receive PE in the school's well equipped gymnasium. Each class from P1 - P7 gets a five week block of swimming at the Clickimin Pool. The Authority funds transport to and from the swimming pool.

*If for reasons of health a child is unfit to take PE or swimming, the parent should send a note to the PE teacher requesting that their child be excused and stating why.*

***Pupils do not change for PE so we ask you consider appropriate clothing on these days:***

- ***Suitable top***
- ***Shorts/Joggers for outdoor sessions***
- ***Gym shoes/Trainers***
- ***In the interest of safety all jewellery/watches should be removed***

Sports Day for P1- P7 are held annually during school hours towards the end of the summer term. All pupils are encouraged to participate. Parents are welcome to attend these events. The school takes part in a variety of sporting events arranged centrally by the Authority, including Primary School Leagues when the football and netball teams have the opportunity to meet pupils from other schools. Active Schools Co-ordinators also organise a range of after school sporting/get fit activities e.g. basketball, golf, walking. The PE teacher runs a Sports Council which encourages our pupils to take part in sports or just to stay active.

Pupils take on a variety of leadership roles and responsibilities in school, for example, Nursery baking helpers, Pupil Council, House Captains, Paired Reading, JRSOs Buddies, Rights Respecting Schools Champions and the Eco Committee - through these experiences the children develop a sense of global citizenship and environmental responsibility. We have achieved various Eco Flags from Eco Schools Scotland. Our Eco Committee, with pupils from P2 upwards and adult representation, provides opportunities to discuss sustainability and environmental issues and put their ideas into practise within the school and grounds.

*There are areas of the curriculum which are more sensitive, for example Relationships, Sexual health and Parenthood, and Substance Misuse. If, at any time, parents have concerns about the content of the curriculum in these areas, they are encouraged to contact the school to discuss these.*

**Social Studies** gives pupils the opportunity to learn about the world through exploration of other people and their values, their own and others place in society now and in different times, places and circumstances.

Each topic begins and ends with a KWL session where pupils discuss:

- Things I already **know**
- Things I **want** to know
- What I have **learned**

The promotion of active citizenship and UNCRC childrens' rights are central to the learning in Sound Primary School as pupils develop skills and knowledge to enable and encourage participation in the local community and wider world issues. As they progress through the school, their experiences will be broadened using Scottish, British, European and global contexts for learning.

**Sciences** are where children develop their interest in, and understanding of, the living, material and physical world. They will engage in a range of collaborative investigative tasks, which allows them to develop important skills and will recognise the impact the sciences make on their lives, the lives of others, the environment and on society.

**STEM** stands for sciences, technologies, engineering and mathematics. As well as developing skills and knowledge in each individual subject, STEM related education aims to develop young people's ability to work across disciplines through project-based learning. These approaches enable young people to become familiar with the way STEM skills and knowledge are used in the world of work. In industry and workplace environments, individuals and teams with various expertise and skills would work together to generate new knowledge, ideas and products.

**Technologies** is the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants, and it has had profound effects on modern society. Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.

The technologies curriculum area includes the study of digital literacy; food and textile technology; technological developments in society and business; craft, design, engineering and graphics; and computing science. Our aim is to help pupils to gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community. Digital literacy skills through using GLOW, TEAMS and OneNote have increased significantly through remote learning and we will continue to develop and embed these skills in our curriculum.

**Expressive Arts** encourage the exploration of values and foster imagination and creativity through the areas of Art and Design, Drama, Dance and Music. Creative development is an important aspect of a child's education at Sound Primary School. It is important that children have the opportunity to express themselves creatively so as to achieve potential and fulfilment in the widest possible sense. Subject specialists present a curriculum appropriate to each stage within the school. ***In art classes and apron/old shirt is required.***

Traditional Shetland Dancing is encouraged in Term 3 and all classes have opportunities to develop their skills, Primary 7 attends the Primary School hop where they can practise their skills in real life. Throughout the year there are displays of children's work around the school showing how much it is valued. Through their experiences in music, all children in the school have opportunities to perform either to parents, other classes or groups out in the community. *Dates of performances for parents are communicated in advance of them taking place.*

**Religious and Moral Education (RME)** is achieved through a curriculum which includes Christianity, other major world religions and development of beliefs and attitudes. The RME programme has been drawn up in accordance with Curriculum for Excellence guidelines. Pupils are encouraged to recognise religion as an important expression of human experience and this enables them to learn from the beliefs, values, practices and traditions of different religions. This includes investigating and understanding the responses which religious and non-religious views can offer to questions about the nature and meaning of life. Our learning and teaching encourages pupils to develop respect for others and to explore values such as wisdom, justice, compassion and integrity. Pupils reflect upon their own moral values and make a positive difference to the world by putting their beliefs and values into action. Ultimately, pupils are establishing a firm foundation for lifelong learning and further learning in adult life.



Parents have the right to withdraw their child from Religious and Moral Education and from Religious Observance. Assemblies are held throughout the year with classes having input with a visiting speaker in attendance. The whole school attends a Christmas Service at the Quoys Church each year as an opportunity for the whole school to get together and celebrate Christmas in their own way.

**Modern Languages** is taught in accordance with the Scottish Government's 'Language Learning in Scotland: A 1+2 Approach' ensuring that all children and young people are equipped with the skills they need for life and work. By 2021 all schools in Scotland must offer children the opportunity to learn a first additional language from Primary 1. A second language by Primary 5 and this will continue until they reach the end of S3. At Sound Primary School we already offer these requirements:

- Every child has the opportunity to learn French from P1 onwards;
- In Primary 5-7 pupils are introduced to German with the support of the Modern Languages teachers at the Anderson High School.

**Play Pedagogy** features strongly throughout our whole school curriculum. Play Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems.

### **Inter-disciplinary Learning**

Under Curriculum for Excellence, everyone involved in education has a responsibility to develop young people's **literacy, numeracy and health and well-being** skills across all areas of their learning.

We aim to provide contexts for learning which allow the children to develop their skills in numeracy, literacy and health and wellbeing. These areas permeate the curriculum. Although skills may be taught discretely, it is very important that pupils are able to transfer these skills across the curricular areas. For example, through IDL planning different areas of the curriculum are incorporated into one topic. Literacy, Numeracy and Health & Wellbeing are embedded across all areas of the curriculum.

Throughout the school year, classes visit places connected with their learning to enhance their experiences. These trips can range from walks near the school to longer journeys in and around Shetland.

P7 pupils are usually offered the opportunity to engage in an 'Activities Week' in May. Activities have included, in previous years, chocolate making with a local confectionary business; trips to the museum and archives; sound and music recording at Mareel; visits to cafes and sporting activities or outdoor days.

We also make use of the outdoor environment for learning. Each year our P6&7 classes have the opportunity to challenge themselves on outdoor education activity days. Outdoor places provide a diversity of resources and spaces that is hard to replicate in an indoor environment, allowing pupils to make connections between their experiences and the world around them in a meaningful context. Within these contexts are opportunities to develop skills for learning, life and work.

Sound School has a Pupil Council which allows pupils to voice opinions and work with staff on any matters causing concern. The Pupil Council is made up of pupil representatives from P1 - P7. Pupil Council meets on a regular basis with staff representatives. The agenda is formed by the pupils covering matters they consider to be important enough to support the efficient operation of the school.

Pupils also have the opportunity to represent the school on the Rights Respecting Schools Steering Group and Eco Committee. Again, pupils' feedback information discussed at these meetings to their classes.

Our aim is to achieve active engagement of pupils, motivation and depth of learning. By being involved in enterprise activities where they are responsible for planning and carrying out a fund raising activity, relating to their class work or linking with a whole school initiative, co-operative learning activities, working together to achieve a goal and peer education, we encourage children to work together and become effective contributors, successful learners, confident individuals and responsible citizens.

Further information on our activities can be found on our school website:

[Whole School News | Sound Primary School \(glowscotland.org.uk\)](http://www.glowscotland.org.uk)

