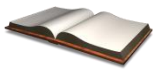







Curriculum Overview Term 3 - 2022

Primary 5/6/7

<p>Literacy and English</p>	<p>Reading:</p> <ul style="list-style-type: none"> ~ I can read and understand informational texts (e.g. want ads, brochures, schedules, catalogues, manuals) with help. ~ I can use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. ~ I can gather and analyse information from graphs, charts, tables, and maps with guidance. ~ I can integrate information from multiple nonfiction sources to deepen understanding of a topic with help. ~ I can show my understanding of the difference between fact and opinion. ~ I can organize my ideas to help my understanding of new information, independently. <p>Writing (including grammar, spelling and punctuation):</p> <ul style="list-style-type: none"> ~ I can adapt writing for purpose and audience with developing independence. ~ I can edit for punctuation, spelling, and grammar with greater precision. ~ I am beginning to use tools (e.g. dictionaries, word lists, and spell checkers) to edit independently. ~ I am beginning to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help. ~ I am beginning to use basic punctuation marks appropriately and consistently. ~ I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence. ~ I can revise for specific writing traits (e.g. ideas, word choice, organisation, voice, sentence structure, conventions and presentation) with help. ~ I can write persuasively about ideas, feelings, and opinions. ~ I can use descriptive language independently ~ I am beginning to integrate information on a topic from a variety of sources independently. ~ I can organise my ideas using notes. ~ I can create new texts in my own words. <p>Listening and Talking</p> <ul style="list-style-type: none"> ~ I can clearly share information with others. ~ I can share my own experiences with others. ~ I can share my opinion, justifying my reasons for feeling this way. ~ I can explain a process or idea that others can understand. ~ I can ask questions to clarify issues. ~ I can use a range of resources to plan and organise my thinking before I give a talk. ~ I can give a talk ensuring that the pace and volume is appropriate for the audience. ~ I can structure my talk using an introduction, conclusion and summary and I can link my ideas together. ~ I can consider the needs of the audience in a wide range of talk situations. ~ I can convey more complex information from a variety of sources.
<p>Maths and Numeracy</p>	<p>Topics to be covered this term in differentiated groups include:</p> <p>Time:</p> <ul style="list-style-type: none"> ~ I can read and convert between 12 and 24 hour notation.



	<p>~ I know the relationship between commonly used units of time and can convert between them.</p> <p>~ I can apply my knowledge of 12 and 24 hour notation to plan activities using more than one timetable</p> <p>~ I can investigate how long a journey will take using online route planners.</p> <p>~ I can calculate durations of events bridging across several hours in 12 and 24 hour notation</p> <p>~ I understand what is meant by miles per hour (mph) and kilometres per hour (km/h) and solve simple problems using this.</p> <p>~ I can time practical activities and justify my choice of unit and timing device.</p> <p>~ I can estimate the time taken for a journey, given the speed and distance, for easy values</p> <p>~ I can record time using relevant units including a hundredth of a second.</p> <p>~ I can select the most appropriate unit of time for a given task and justify my choice.</p> <p>Shape:</p> <p>~ Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.</p> <p>~ Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.</p> <p>~ I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources.</p> <p>Measure:</p> <p>~ I can estimate to the nearest appropriate unit and when I measure I take care to measure accurately.</p> <p>~ I can calculate the perimeter of simple 2D shapes and simple composite shapes using m, cm and mm.</p> <p>~ I can use my knowledge of calculating area of rectangles and squares to work out the area of a right-angled triangle.</p> <p>~ I can use the most appropriate standard units of measurement, read a variety of scales and record results independently using the correct unit.</p> <p>~ I can read scales on measuring devices calculating unmarked intervals.</p> <p>~ I can use my knowledge of factors and multiples to calculate the possible lengths of the sides of a rectangle or square, given the perimeter or area</p> <p>~ I can accurately draw squares and rectangles with a given perimeter or area.</p>
<p>Social Studies/ Sciences</p> 	<p>Topic : Around the World in 80 Days</p> <p>Social Studies:</p> <p>~ Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.</p> <p>~ By comparing my local area with a contrasting area in Britain, I can investigate the main features of weather and climate, discussing the impact on living things.</p> <p>~ I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.</p> <p>~ To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.</p> <p>~ By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p>Science:</p> <p>~ By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.</p> <p>~ Through exploring non-renewable energy sources, I can describe how they are used in</p>

	Scotland today and express an informed view on the implications for their future use.
Expressive Arts 	Art with Mrs Mullay: ~ I can create a drawing using 1 point or 2-point perspective ~ I can create a surreal photomontage using three key techniques ~ I can describe, discuss, and evaluate different pieces of design ~ I can follow a process to complete a design brief Music with Mrs Briggs: ~ I can demonstrate increasing skill and confidence in classroom instrumental techniques and am beginning to use musical notation in practical music making activities.
Technologies 	~ I am developing dexterity, creativity and confidence when preparing and cooking food. ~ I can extend and explore problem-solving strategies to meet increasingly difficult challenges with a food or textile focus.
Religious and Moral Education 	World Religions ~ Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. ~ Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. ~ I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. ~ Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. ~ I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions. ~ Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. ~ I can describe and reflect upon practices and traditions of world religions. ~ I am developing respect for others and my understanding of their beliefs and values.
Health and Wellbeing 	~ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. ~ I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. ~ I know and can demonstrate how to travel safely. ~ I enjoy eating a diversity of foods in a range of social situations. ~ Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. ~ When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. P.E. with Mr Kirkness: ~ I can learn and complete complex gymnastics skills, both in floor and apparatus situations ~ I can link skills in a creative manner to form routines. ~ I can improve my flexibility ~ I can improve my core strength ~ I can demonstrate resilience, confidence and determination in new and challenging situations.