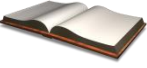








Curriculum Overview Term 4 - 2022

Primary 5/6/7

<p>Literacy and English</p> 	<p>Reading: SRA:</p> <ul style="list-style-type: none"> ~ I can read and understand informational texts with help. ~ I can organise my ideas to help my understanding of new information, independently. ~ I can identify literary devices (e.g. similes, metaphors, personification, and foreshadowing). ~ I can probe for deeper meaning by "reading between the lines" in response to literature. ~ I can select and begin to use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. <p><i>Personal Reading</i></p> <ul style="list-style-type: none"> ~ I can use strategies and criteria for selecting texts that I enjoy. ~ I choose appropriate texts for a given purpose and can read them confidently. ~ I can read silently for extended periods (30-40 min.). ~ I can discuss my favourite reading materials with reference to genre, text type and author and explain why I like them. <p>Writing (including grammar, spelling and punctuation):</p> <ul style="list-style-type: none"> ~ I can write persuasively about ideas, feelings, and opinions. ~ I can create plots with problems and solutions. ~ I can develop the main characters and describe detailed settings. ~ I can vary sentence structure, leads, and endings. ~ I can use descriptive language independently. ~ I can use voice to evoke an emotional response from readers. ~ I can share my ideas with others. ~ I can adapt writing for purpose and audience. ~ I can use tools (e.g., dictionaries, word lists, spell checkers) to edit independently. ~ I can select and publish writing in polished format independently. ~ I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently. ~ I can use visual strategies, spelling rules and knowledge of word parts to spell correctly. <p>Listening and Talking</p> <ul style="list-style-type: none"> ~ I can select texts to listen to or watch and justify my choice. ~ I can share and justify my opinion on the texts I have listened to or watched. ~ I can demonstrate that I value others' contributions through listening actively and responding appropriately. ~ I can respond to others' contributions by questioning further, paraphrasing and retelling. ~ I can demonstrate my awareness of the appropriate time to contribute in group discussion.
<p>Maths and Numeracy</p> 	<p>Topics to be covered this term in differentiated groups include: Fractions, Decimals and Percentages:</p> <ul style="list-style-type: none"> ~ I can use fraction walls or concrete materials to find equivalent fractions ~ I understand simple equivalences in fractions. ~ I can use known multiplication and division facts to find equivalent fractions. ~ I can create simple equivalent fractions and use this to put a set of fractions in order -

	<p>denominators to 10</p> <ul style="list-style-type: none"> ~ I can create equivalent fractions and use this to put a set of fractions in order ~ I can use concrete materials/fraction wall to find the simplest form of a fraction. ~ I can use known table facts to simplify fractions using division. ~ I can reduce fractions to the simplest form and know that my answer should always be written in the simplest form. ~ I can find the fraction of an amount by using concrete materials, arrays, pictures or informal jottings ~ I can mentally find basic percentages of whole numbers - 25%, 50%. ~ I can use my table facts to find the fraction of an amount. ~ I can find the fraction of an amount up to 3 digit number by using multiplication and division to solve problems ~ I know that 25% is a quarter, 50% is half ~ I understand that a percentage is a fraction with a denominator of 100. ~ I can use my knowledge of fractions to find percentages of a quantity (100%, 75%, 50%, 25%, 10% and 1%). ~ I can calculate simple percentages of a quantity with or without a calculator and solve problems in every day contexts. ~ I can find percentages of a quantity (66.6%, 33.3%, 20%, 15% and 5%). ~ I can use my knowledge of equivalent forms of common fractions, decimal fractions and percentages e.g. three quarters = 0.75 = 75%, to solve problems
<p>Social Studies/ Sciences</p> 	<p>Topic : Human Body Health & Wellbeing:</p> <ul style="list-style-type: none"> ~ I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. ~ 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 can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. ~ I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. ~ By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. ~ I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. ~ By investigating food-labelling systems, I can begin to understand how to use them to make healthy food choices. ~ I can understand how advertising and the media are used to influence consumers. ~ I understand the effect that a range of substances including tobacco and alcohol can have on the body. <p>Social Studies:</p> <ul style="list-style-type: none"> ~ I can use evidence selectively to research current social, political or economic issues. <p>Science:</p> <ul style="list-style-type: none"> ~ By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.

	<p>~ I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.</p> <p>~ By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.</p>
<p>Expressive Arts</p> 	<p>Art with Mrs Mullay:</p> <p>I can create an optical illusion</p> <p>I can plan and complete own project based on class topic</p> <p>P6 & P7 : I can take part in the RSPB bird drawing project</p> <p>P5: I can draw my eye in a realistic style</p> <p>Music with Mrs Briggs:</p> <p>The class will be working on another class arrangement of a song. They will perform all elements of the song by singing and playing classroom instruments. The class are also learning about how to read and write musical notation.</p>
<p>Technologies</p> 	<p>~ I understand the operation of a process and its outcome. I can structure related items of information.</p> <p>~ I can explain core programming language concepts in appropriate technical language.</p> <p>~ I understand how information is stored and how key components of computing technology connect and interact through networks.</p> <p>~ I can create, develop and evaluate computing solutions in response to a design challenge.</p>
<p>French</p> 	<p>~ I can use the correct vocabulary for the parts of the body</p> <p>~ I can describe ailments in French</p> <p>~ I can use the correct grammatical structures and adjectives to describe parts of the body.</p>
<p>Health and Wellbeing</p> 	<p>~ I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p>~ I know that alcohol and drugs can affect people's ability to make decisions.</p> <p>~ I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p>~ I know of actions I can take to help someone in an emergency.</p> <p>~ I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p>~ I recognise that how my body changes can affect how I feel about myself and how I may behave.</p> <p>~ I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.</p> <p>~ I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</p> <p>~ I am able to describe how human life begins and how a baby is born.</p> <p>~ I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.</p> <p>P.E. with Mr Kirkness:</p> <p>Athletics</p> <ul style="list-style-type: none"> ➤ I can participate in a variety of track and field events ➤ I understand the principles behind achieving good times and distances. ➤ I can improve my running, jumping and throwing techniques. <p>Football / Netball</p> <ul style="list-style-type: none"> ➤ I can participate in the games of Netball and Football, playing in a variety of positions ➤ I can develop my individual and team skills ➤ I understand the rules and strategies involved in both games ➤ I can abide by the rules and have good sportsmanship whilst playing these games