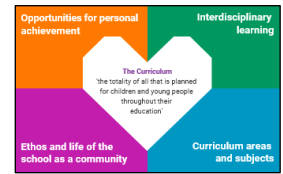




Curriculum for Excellence

Fintry Primary 5/6/7 Long Term Overview 2024/25/26

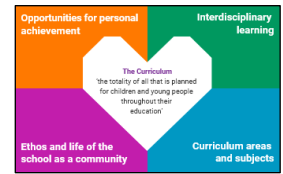


| | | Autumn <i>August to October 9 weeks</i> | Autumn 2 <i>October to November 4 weeks</i> | Winter 2 <i>November to December 6 weeks</i> | Winter 3 <i>January to February 5 weeks</i> | Spring 1 <i>February to March 7 weeks</i> | Spring 2 <i>April to May 5 weeks</i> | Summer 1 <i>May to June 5 weeks</i> |
|-----------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interdisciplinary Learning | Year 1 | <u>Conflict and War</u> WW2 | | | | <u>Global Citizenship</u> Fintry and the Carron Valley | | I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a |
| | Year 2 | <u>Pollution</u> <u>Sustainability</u> Fast Fashion | | | | <u>Inclusion/Equity</u> Discrimination, Prejudice and Justice (Slave Trade) | | 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. SOC 2-09a |
| | Year 3 <i>(2024/25)</i> | <u>Survival</u> <u>Sustainability</u> Pandemic Endangered Species Natural Disasters | | | | <u>Laws & Governments</u> - Understanding Democracy (Protest) | | By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a |
| Across the Curriculum Areas and Subjects | | | | | | | | |
| Social Studies People in Past, Events and Societies | Year 1 | | | | <u>Exploring Evidence</u> The Jacobites Age of enlightenment 1745AD | | | |
| | Year 2 | | | | Mary Queen of Scots 1450-1704AD | | | |
| | Year 3 | | | | Scottish Wars of independence 1100/1320AD Stirling 900 | | | |
| Social Studies People in Place and Environment | Year 1 | | | | | | <u>Locate places and features</u> Scotland's Landscape compared to another country Use a Map / Use Google Maps | |
| | Year 2 | | | | | | Orienteering /Use compass and maps. | |
| | Year 3 | | | | | | Weather in Britain compared to another country Use an Atlas / Use Google Maps | |
| Social Studies People in Society, Economy and Business | Year 1 | | <u>Enterprise Money & Finance</u> Enterprise Activity including Simple Budgets | | | | | |
| | Year 2 | | <u>Enterprise Money & Finance</u> Enterprise Activity including Simple Budgets | | | | | |
| | Year 3 | | <u>Enterprise Money & Finance</u> Enterprise Activity including Simple Budgets | | | | | |
| Technology | Links to Project Work | Food and Textiles | Technological Developments in Society and Business | Digital Literacy | Animation Skills | Craft, engineering, design, and graphics | Outdoor Learning | Computing Science |
| Expressive Arts | Drama | Harvest | | Christmas Show | Poetry Competition | | Lead Assembly | |
| | Dance | | Strictly Fintry Dance Genres | Social Dancing | Heroes & Performance | | | |
| | Art | Line drawings & Pattern | | Decoration and Craft | | The Artist & Painting | | The Potter and Sculpture |
| | Music | Singing Stars | The Orchestra | Christmas show | Scottish Music | Percussion | The Musician | End of Term |



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| CFE Continued | | Autumn <i>August to October 9 weeks</i> | Autumn 2 <i>October to November 4 weeks</i> | Winter 2 <i>November to December 6 weeks</i> | Winter 3 <i>January to February 5 weeks</i> | Spring 1 <i>February to March 7 weeks</i> | Spring 2 <i>April to May 5 weeks</i> | Summer 1 <i>May to June 5 weeks</i> | |
|-------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------|
| Science Tig Tag | Year 1 | Friction Reducing Friction Action and Reaction Gravity | Gears and Pulleys | Using Magnetism | Electricity Series and Parallel Circuits Electrical Circuits Conductors and the dangers of electricity | Burning Chemical reactions More Chemical Reactions | What is a mixture? Separation by evaporation | Fintry Flora and Fauna Living Things Classifying Classification Keyes | |
| | Year 2 | The Brain and Body Respiratory System Circulatory System | Reducing the risk of disease Microorganisms | <u>Vertebrates/</u> <u>Invertebrates</u> Habitats Adaptation | The sun as our main heat Source Water and Weather | Liquids Characteristics of Water Changes of state | Separation by filtration Separation by sieving | Fintry Flora and Fauna Plants and their environments | |
| | Year 3 | Digestive System Drug Awareness | Reproduction | Reproduction in flowering plants Plant growth Life cycles | The solar system Beyond our solar system | Energy Transformation Storing Energy | Heat and temperature Heat Transfer | Fintry Flora and Fertilisation and dispersal | |
| HWP | Mental & Emotional | Emotion Works Introduce Cogs/Refresher Mindfulness Positive Behaviour Healthy Schools | Emotion Works Happiness Mindfulness Positive Behaviour Healthy Schools | Emotion Works Sadness Mindfulness Positive Behaviour Healthy Schools | Emotion Works Fear Mindfulness Positive Behaviour Healthy Schools | Emotion Works Anger Mindfulness Positive Behaviour Healthy Schools | Emotion Works Calm Mindfulness Positive Behaviour Healthy Schools | Emotion Works Feedback Mindfulness Positive Behaviour Healthy Schools | |
| | Social | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | School Values Nurturing School Restorative Practice | |
| | | RSHP Friends and friendship | RSHP My family/All our families are different Similarity, diversity and respect | Healthy Schools Substance Misuse | RSHP People who help and look after me Feelings and safety | RSHP Safe and happy online | RSHP Looking after plants and animals World of Work Planning for choices and changes | RSHP My body/Privacy Keeping Clean How human life begins, pregnancy and birth | |
| | Food & Health | Healthy Schools Cross Curricular: Cooking Skills; Safe and Hygienic practices; Nutrition; Food and the Consumer | | | | | | | |
| | Fitness | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling | Daily Mile Active Stirling |
| | PE | Fundamental Physical Literacy Skills | Fitness | Dance | Gymnastics | Fundamental Physical Literacy Skills | Athletics | Outdoor / Summer Games | |
| Languages | French BSL | French BSL | French BSL | French BSL Scots | French BSL | French BSL | French BSL | | |
| Religious and Moral Education | Christianity Values and Issues | Christianity Practices and Traditions Harvest | Christianity Beliefs Christmas | World Religions Beliefs | Christianity Practices and Traditions Easter | World Religions Values and Issues | World Religions Practices and Traditions | | |
| | | | | 1. Judaism | | 1. Judaism | | | |
| | | | | 2. Sikhism | | 2. Sikhism | | | |
| 3. Islam (2024/2025) | 3. Islam (2024/2025) | | | | | | | | |
| Ethos and Life of school | Our Relationships School Values School Charter Fintry Forum | Black History Month Anti- Bullying Week Children in Need | Fintry Forum Learner's Voice Local Charity | School Values School Charter Fintry Forum Mental Health Awareness Week | Book Week Science Week Comic Relief Speak Out Stay Safe | Global Goals National Numeracy Week | Health Week World Ocean's Week Fintry Forum | | |
| Personal Achievements | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | Agreed between Teacher and Learner Targets Set | | |



| Self-management | | Social intelligence | | Innovation | |
|-----------------|------------|---------------------|---------|--------------|-------------------|
| Focusing | Integrity | Communicating | Feeling | Curiosity | Creativity |
| Adapting | Initiative | Collaborating | Leading | Sense-making | Critical thinking |