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| **CURRICULUM PLANNER FOR TERM 3 2016/2017** **Primary**: 1/2 **Class Teacher(s)**: Ms Rossvoll This planner is designed to provide you with a brief overview of the different types of learning your child will be involved in over term 3. Please do not hesitate to contact Ms Rossvoll should you have a question or query.**Home learning spelling and or maths tasks** will be issued on a **Monday** to be returned on a **Friday**. |
| **Day** | **Class Timetable**  |
| **09:00 – 10:30** | **10:45 – 12:15** | **13:15 – 15:15** |
| **Monday** Home Learning issued | Reading groups heardHandwritingSpelling  | Mental mathsWritten mathsPractical maths | Story/Rhyme | Art - Art apron required pleaseLibrary (Please make sure your child has their library book in their green pack on a Monday)French Storytime with Mrs Orus |
| **Tuesday** | Whole class/group/individual reading of different types of textDictationWriting | Mental mathsWritten mathsPractical maths | Drama | AssemblyScience/Music |
| **Wednesday** | Reading groups heardHandwritingGrammar  | Mental mathsWritten mathsPractical maths | Story/Rhyme | Social Studies | 1 to 1 learning conversations/ ceilidh dancing | Whole School Respect Time |
| **Thursday** | Whole class/group/individual reading of different types of textWriting | Mental mathsWritten mathsPractical maths | Social Studies | PE (Kit required – shorts and indoor shoes) | Science |
| **Friday****Mrs Middler in class pm to allow non-contact time** | Spelling challengeMaths challengeTechnology | Outdoor learning (waterproof jacket and suitable footwear) | French | Learning about religion | P.E (Kit required – shorts and indoor shoes) |

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| **Curriculum Area** | **During Term 3 your child will be learning about/to…..** |
| **Expressive Arts** | **Creating** **Art:**…investigate different materials to create models/objects/sculpture with…explore the theme of birds and artwork by the artist Scottie Wilson to contribute to creating a group entry for the National Galleries Art CompetitionThe class will learn about the visual elements: …form – to use different techniques to join materials to create 3D objects/ sculpture. …shape – talk about the similarities and differences of shapes; experiment in creating different shapes. **Drama**: …use mime, movement, voice and expression to take on different roles to retell well known stories in Scots and English…perform poetry to an audience.**Dance**:…traditional ceilidh dance…remember and perform a series of short dance actions – heel, toe, polka |
| **Health and Wellbeing** | **Mental, emotional, social and physical wellbeing:** …learn about friendship, caring, sharing and fairness through Assemblies, Circle Time and restorative conversations. …how to learn well with others during group and class tasks. …improve physical fitness by walking a weekly mile, taking part in French-5-a-Day and gathering information about the food choices made for snack and lunch**Food and health:**…prepare simple healthy food and drinks safely and hygienically …taste different foods to celebrate special occasions such as Burns Day; Chinese New Year and Pancake Day**Physical Education:** …the importance of taking part in a warm up and cool down activity before practising and improving skills…follow rules and use space safely whenplaying games and with equipment. |
| **Languages** | **Listening and talking:** …listen for information and instructions to increase independence. …take turns, speak at an appropriate volume, share thoughts and ideas and ask questions during discussions.The class will listen to and discuss a selection of short Scots poems, songs and stories including the Gruffalo’s Child in Scots and a selection of other fiction and non fiction texts, audio books and video clips. The class will collect exciting and interesting vocabulary (WOW Words) and sentence openers from these texts to use when creating new texts. **Reading and Writing: Early level:** Continue to provide fine motor control activities to improve pincer grip/pencil control**.** **Revisit letter formations by focussing on similar formations*** Long ladder [l]– down and off in another direction i, j, l, t, u.
* One-armed robots [r] – down and retrace upwards b, h, k, m, n, p, r; numbers 2, 3, 5 follow a clockwise direction.
* Curly caterpillar [c] – c, a, d, e, g, o, q, f, s; numbers 0,6, 8, 9
* Zigzag letters – v, w, x, y, z; numbers 1, 4 , 7.

...to find and use information from non-fiction texts...to say, read, write and blend with letter sounds....to say, read and write tricky words.…to learn about full stops and capital letters **Reading First level:** . ...to identify the contents and index pages in reference books....to find specific information and keywords in a non-fiction text....about fact and opinion...to find it, prove it and talk about it.**Writing First Level:** ...continue to learn to join letters with a focus on letters with similar formations...about verbs and tenses...spell alternative long vowel sounds...to write reports and explanations....to create labelled diagrams |
| **Mathematics** | **Number: Early level:** ...continue to learn to write numerals; ...to recognise patterns to 10...to solve simple addition and subtraction problems using practical materials**Number and number processes: First level:**  ...to count on and back to solve a number problem...to say the number before and after within 100...to describe how a variety of addition and subtraction tasks to 20 can be solved...to use repeated addition and skip counting for a range of multiples – 2, 5, 10**Shape, position and movement Early level**: … to sort, talk about the properties of shapes e.g. it rolls, slides, stacks and name shapes in the environment...to recognise and name a range of simple shapes**Shape, position and movement: First level**...to describe the features of a range of shapes and objects using language such as side, angle, corner, face and edge....to select shapes to make simple tiling patterns with...to recognise symmetrical pictures, patterns and shapes |
| **Religious and Moral Education** | **Christianity:** learn about some special celebrations, places and artefacts from Christianity by visiting the local Church and learning about the Christian Festival of Easter**World Religions**: learn about some special celebrations, places and artefacts from other World Religions by listening to other children talking about their celebrations and other events across the world.  |
| **Social Studies** | **People, place and environment:**...to sequence seasons ...to talk about weather changes through the seasons**People in society, economy and business:** …to contribute and take some responsibility for looking after the school playground and garden...to contribute ideas to help make decisions to make Udny Green School a great place to learn at...about leaders in society in school, the community, Scotland, Great Britain and The United States of America by interviewing, looking at photographs and suitable short news broadcasts such as Newsround |
| **Sciences** | **When learning through science**  your child will continue to learn to 'ask questions, guess what might happen, talk about what they see and share their understanding about why this has happened.**Planet Earth:** …continue to learn about the birds who visit our school playground and how to feed, provide homes and care for them in the winter and collect information for the RSPB Big Schools Birdwatch. Continue to identify the characteristics of these living things, similarities and differences.**Energy Sources and Sustainability** – by playing with, taking apart and investigating toys your child will learn to …explain that some toys produce light, heat, sounds and movement…name sources of energy for toys such as batteries…guess/predict what will make a toy work and test it**Processes of the planet** – by exploring water indoors and outdoors your child will learn to…name different forms of water (ice, water, steam)…use simple words to describe water as it changes from one state to another**Forces, Electricity and Waves:** Through play, using magnets and simple science investigations your child will learn about push and pull as forces and to identify when they use push/pull to work toys. We will learn about the batteries used in toys and make simple electric circuits.When investigating musical instruments your child will discuss how sounds are made and to describe if they are high, low, loud, quiet and demonstrate how to change the volume. |
| **Technologies** | **Technological developments in society:****…**about toys now and in the past by talking about historical sources of evidence such as photographs, newspaper articles and paintings.**ICT to enhance learning:** …to use technology/internet safely to share learning, ideas and information with others on Glow…use iPads to take photographs of learning experiences and share with others on Glow |

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| **Significant Aspects of Learning to be reported on during Term 3**\*Evidence from these areas will be available for parents to view on Open Night (1st March 18:00 – 19:00) on wall displays, in jotters and in learning logs. |
| Expressive Arts | \*Health and Wellbeing | \*Languages | \*Mathematics |
| **Creating** - Art and DancePlease attend the community café art exhibition on the 3rd Feb to see evidence of your child’s progress in this area.If your family is attending the Parent Council Burns Supper on the 4th Feb you will be able to see how your child’s ceilidh dance skills have progressed. | Health and Wellbeing – **Ethos and life of the school****Planning for choices and change**Food and Health – **The Food Experience; Keeping Safe and Hygienic; The Journey of Food** Physical Education – **Physical Competencies** | **Reading** – Non fiction, poetry**Listening and talking** | * **Use knowledge and understanding of the number system, patterns and relationships**
* **Use knowledge and understanding of shape and space**
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| \*Religious and Moral Education | \*Sciences | \*Social Studies | Technologies |
| **Learning about religion and morality** | **Planet Earth** OR **Forces, electricity and waves** OR **Biological systems** | * **understanding economic, political, social and environmental issues**
* **becoming aware of change, cause and effect, sequence and chronology**
 | **Not reported on this term** |