CURRICULUM PLANNER FOR TERM 3 2016/2017

Primary: 3/4

Class Teacher(s): Mrs Nixon and Mrs Reid (Wednesdays)

This planner is designed to provide you with a brief overview of the different types of learning your child will be involved in over the term. Please do not hesitate to contact your child’s class teacher should you have a question or query.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Class Timetable** | | | |
| **09:00 – 10:30** | **10:45 – 12:15** | **13:15 – 15:15** | |
| **Monday**  Home learning out | Library  Literacy  Reading groups – Quentin Blake and Dr Seuss | Maths | Art aprons please.  IDL  Assembly – Every second week | |
| **Tuesday** | ICT | Literacy  Reading groups – JK Rowling and David Walliams  Maths | PE kit required.  IDL | |
| **Wednesday** | Grammar | Maths - shape RME | Learning conversations  Ceilidh dancing | Whole School Respect Time |
| **Thursday** | Literacy  Writing  Reading groups – Quentin Blake and Dr Seuss | Maths | Science  Dance | |
| **Friday**  Home learning in | Spelling challenge  French with Mrs Middler | Maths challenge  Technologies | PE with Miss Gibb  Art | |

Breakfast Club from 08:40 – 09:00 on Tuesdays and Wednesdays EXCEPT the first and last week of each term or during in-service weeks. Breakfast club is subject to the availability of parent volunteers.

|  |  |
| --- | --- |
| **Curriculum Area** | **During Term 3 your child will be learning about/to…..** |
| **Expressive Arts** | **Art:** use line and colour to show feelings in our art work. Discuss and respond to the work of Scottish artists Steven Brown and Avril Paton, replicating their techniques when creating art work.  **Dance:** the features of some Scottish dances and practising the steps to the Gay Gordons. Present our dance to peers and learn to accept suggestions for improvement.  **Music:** share how a piece of music makes me feel. Recognise some musical symbols and follow these when playing along with an instrument. |
| **Health and Wellbeing** | **Social wellbeing:** work collaboratively as part of my class clan on various activities and encourage others in the group.  **Food and health**: identify some of the risks while working in the kitchen. Practice safe and hygienic processes.  **Physical Education:** skills and movement in gymnastics. Ball skills through the practice of football techniques. |
| **Languages** | **Listening and talking:** show respect when others are talking during discussion and ask appropriate questions to find out more information. Use expression and gestures during recitals of Scot’s poetry. Demonstrate understanding of class novel by asking and answering questions. Offer opinions on the pros and cons of living in country and city.  **Reading:**  Make notes and use these for different purposes. Read fluently by taking note of punctuation marks and knowledge of phonics.  **Writing:** use challenging punctuation in our writing. New spelling sounds by taking part in various spelling activities within class. Practice our spelling words using syllabification and mnemonics.  Write for different purposes – persuasive, report, instruction and recount, remembering to use full stops and capital letters where appropriate. |
| **Mathematics** | **Mental Maths:** continue to develop knowledge of our times tables and practice our number bonds to 20.  **Number:** Develop addition and subtraction skills up to 1000.  Develop addition and subtraction facts up to 1000.  Identify strategies to help us learn to do this mentally and in written format. Investigate larger numbers  **Shape:** use mathematical language to describe 2D and 3D shapes. Identify shapes that tile and create patterns using tiling. |
| **Religious and Moral Education** | **World Religions:** investigate and reflect upon a variety of different stories from world religions. The importance of respecting diversity. |
| **Social Studies** | **People, past events and societies:** Compare the lives of people from Scotland’s past, focussing on the highland clearances. Researching the life of Patrick Sellar and explaining the significance of his actions during the 1800s. Describe how daily life was similar/different and discuss the pros and cons of living in the past.  Research the life of Robert Burns and explore the ways in which he is remembered today.  **People, place and environment**: Give examples of different foods which are available in Scotland and identify their origin and seasonality. Map the journey of the Murray family during the Highland clearances and explore the differences between country and city life. |
| **Sciences** | **Forces, Electricity and Waves:** explore the forces exerted by magnets and carry out a range of investigations using magnetic objects. |
| **Technolo gies** | **ICT to enhance learning:** use a computer search engine to retrieve information and pictures. Use key words from a topic area in order to help narrow the search. Record this information into a word document  **Food & textiles context**: the importance of food hygiene when preparing food and demonstrate how to handle equipment safely. Create woven tartan using paper and applying our skills to create a piece of fabric. |

|  |  |  |  |
| --- | --- | --- | --- |
| Significant Aspects of Learning to be reported on during Term 3 |  |  |  |
| Expressive Arts | Health and Wellbeing | Languages | Mathematics |
| Creating - Art and Dance  Please 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 3rd 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** |
| 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** |