CURRICULUM PLANNER FOR TERM 3 2016/2017

Primary: 5/6/7

Class Teacher(s): Miss Gibb

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.

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| **Day** | **Class Timetable** | | | |
| **09:00 – 10:30** | **10:45 – 12:15** | **13:15 – 15:15** | |
| **Monday**  Homework Out | LITERACY  (Handwriting, reading in class)  Writing/Spelling | MATHS IDL | IDL PE (Please bring outdoor PE kit and indoor kit to school as we will be trying to continue with a daily mile, weather permitting) | |
| **Tuesday** | LITERACY  Dictation, spelling | ICT – INTERNET SAFETY MATHS | RME SCIENCE | |
| **Wednesday** | LITERACY  Grammar, Spelling SPANISH | IDL MATHS | 1 TO 1 CONVERSATIONS  CEILISH DANCING | Whole School Respect Time |
| **Thursday** | LITERACY  Reading in class, Handwriting  Library (Make sure library book is in school everyday) | MATHS IDL | MUSIC PE | |
| **Friday**  **Homework returned** | LITERACY  Spelling challenge, Big maths challenge | HWB FRENCH  (MRS MIDDLER) | ART (Mrs Nixon) DANCE | |

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.

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| **Curriculum Area** | **During Term 1 your child will be learning about/to…..** |
| **Expressive Arts** | **Art:**  Appreciate and discuss the work Paul Nash of Scottish artists such as John Peploe, and Charles Rennie Macintosh and justify their own opinions.  Experiment with the use of visual elements such as colour in creating mood, atmosphere and emotion while exploring the application of paint of various surfaces.  **Dance:**  Research different dancing styles from our own and other cultures.  Perform a range of different styles of dance  Choreograph an original dance piece  Evaluate and give feedback on their own and other dances  **Music:**  Using musical instruments and music technology to play with sounds, rhythm, timbre, pitch and dynamics.  Sing and play music from a range of styles and cultures  Use performance directions and musical notation. |
| **Health and Wellbeing** | **Mental and emotional wellbeing:**  Discuss emotions, how they make us feel, how they affect how we behave, how to deal with this and who to talk to.  **Social wellbeing:**  Value opportunities to improve and manage learning  Encourage others to learn and be confident.  **Physical Wellbeing:**  Develop understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.  **Food and Health:**  Try different foods, discussing current healthy eating advice and what makes a balanced diet for a variety of different people e.g. athletes and diabetics.  Explain the links between hygiene, cleanliness and safety and how it may affect my health.  **Physical Education:**  Kinaesthetic awareness, balance and co-ordination, fluency of movement, rhythm and timing, gross and fine motor skills through gymnastics and the young leaders programme.  **Planning for choice and change:**  Evaluating and evidencing our own skills and planning our next steps. |
| **Languages** | **Listening and talking:**  Showing understanding by responding to questions and asking questions appropriately  Participate in a debate discussing pros and cons  Make connections drawing from different viewpoints and using them within a structured talk using relevant resources  Give evidence form my opinions and understand when a source is trying to influence me**.**  **Reading:**  Identify points of view and respond to what we read by asking questions  Read and understand a range of information texts and gather information to create my own text.  Using skimming, scanning and text marking as strategies for reading.  **Writing:**  Consider the impact that layout and presentation have to engage the reader  Use writing to help develop understanding, ideas, explore problems and develop new ideas.  Acknowledge sources appropriately  Select relevant information to write reports, recounts, persuasive writing, explanation and discursive pieces with.  **French:**  To revise words and phrases.  To use a bilingual dictionary.  To read a variety of straightforward texts which have been adapted into the French language. |
| **Mathematics** | **Mental Maths:**  First level learners … Relationships between addition, subtraction, multiplication and division.  Multiplication facts and how to use these facts to improve mental fluency when calculating problems.  Second level learners... use knowledge of multiplication facts to solve multiplication and division problems mentally.  **Number:**  First level learners...  Solving problems using a range of methods and showing understanding of the relationship between multiplication and division, understand, read, write and find fractions  Second level learners …  apply the correct order of operations, solve problems using negative numbers, work with decimal fractions up to 3 decimal places including adding, subtraction, multiplication, division and finding a fraction of a whole number.  Reducing fractions to their simplest form.  Carry our calculations using percentages.  **Shape:**  Naming and describing shapes and objects including polygons, recognise and name quadrilaterals e.g. rectangle, kite, trapezium, rhombus and parallelogram. Recognise and name triangles e.g. equilateral, isosceles, right-angled, scalene.  Show understanding of nets and draw accurate representations of 2D and 3D shapes. |
| **Religious and Moral Education** | **Learning about religion and morality:** Being able to describe and explain features of different religions, moral issues and moral making decisions. |
| **Social Studies** | **People, place and environment:**  Discussthe environmental impact of human activity.  **People in society, economy and business:**  Research current social and political issues and change.  Discrimination and the impact it had on people's lives in the past  **People, Past events and society:**  Interpret evidence and develop a sense of chronology by learning about the first and second world war and compare with more current conflict. |
| **Sciences** | **Electricity:**  Make and draw electrical circuits sing standard symbols  Explain electrical energy transfer  **Biological Systems:**  Identify the different body systems located within the human body and how to maintain good health.  Explain the role of the eye and ear, how they work and how to protect them. |
| **Technologies** | **Technological developments in society:**  Internet Safety |

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| 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 4thFeb you will be able tosee 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** |