



Our S1 Curriculum Term 3 (Jan- change of TT)

Subject	Content	Assessment	Skills	Literacy	Numeracy	HWB
Maths Level 3	Breaking Brackets Graphs Percentages Personal Finance Patterns & Formulas Distance, Speed & Time Mean, Mode, Median, Range Tally & Frequency Tables PROJECT: Probability Stem & Leaf, Organising Data Ratio Position Angles Bearings Scale Drawings & Enlargement PROJECT: Famous Mathematician PROJECT: Shape - Symmetry	Weekly homework Formative assessment – classroom activities ICT self-assessment or peer assessment on weekly basis. Jan Assessment Apr Assessment	Analysing Skills: Learning how to interpret, develop and analyse a range of graphs and charts. Citizenship: raise awareness of the importance of learning about money and how it is used around the world. Research/Presentation Skills: Creating a poster or powerpoint when researching a famous Mathematician.	Interpreting the language that is used in problems involving graphs and charts. Using literacy walls to become familiar with the meanings of words used in data charts. Enhancing reading, writing and presentational skills through a research project using ICT.	Throughout all topics	Build relationships through projects at Easter and prior to Summer Break. Awareness of Financial Education
Science See term 1	See Term 1					
English	<ul style="list-style-type: none"> - Teaching of a major text (prose/drama / poetry) - Discursive/ persuasive or report writing - Analysing media texts / using media terminology - Listening and talk (listening for information, group discussion/ solo talk) - Personal reading 	-Holistic assessment through class work activities . Focus on character, theme, setting and creative writing -Formal assessment (CEL/ film review) -Summative close reading assessment -discursive/ persuasive writing	-Reading for understanding / analysis and evaluation (denotation and connotation) - Literary techniques -Listening and talk skills -Writing skills ; use of adjectives/ similes and metaphors , sentencing and	See skills box		Discuss any relevant issues depending on the text studied.



		-one formal listening assessment - one formal group discussion	paragraphing,/ linking paragraphs/ sentence types - review and edit own writing - recognise persuasive techniques / analyse the reliability of sources - Quoting and analysing from the text - Library skills -Research skills -Note making using your own words -identify purpose and audience			
Social Subjects	<p>Empty lands – Desert and Tundra</p> <ul style="list-style-type: none"> • Features of the landscape • Climates • Adaptations of plants and animals. <p>Crowded lands – New York.</p> <p>USA hazards – learning about the eruption of Mt St Helens and San Francisco earthquake.</p> <p>Design a board game that summarises the USA topic in S1</p>	<p>Formative assessment for learning profile – Inuit diary</p> <p>Summative assessment part four</p> <p>Formative assessment: Dante’s Peak Storyboard</p>	<p>HOTS – compare and contrast the animals of the desert and tundra</p> <p>Creativity – Comparison poster.</p> <p>Organisation and working with others to collate information about New York’s landmarks and attractions</p> <p>Creativity and communication to work in groups,</p>	Writing - Diary entry – writing from the perspective of an Inuit child.	Creating pie charts	Building confidence – working with a group to share workload in relation to New York landmark task

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			delegate roles in order to create a board game that demonstrates their learning of the USA this year.			
RMPS	6 Major World Religions	Booklet/Report	-understanding a multi ethnic/ cultural/ religious society Collating, charting, organising and researching information from a wide variety of sources Understanding, analysis and evaluating the merit of sources Building and sharing information as pairs and as a class/ teamwork	Researching Analysing and Evaluating Sources Extracting Relevant Information Differentiating Bias from Independent	Creating Charts and diagrams to communicate Information effectively	Building on units 1 &2, students develop a greater awareness and understanding a multi ethical /cultural/ religious society Emphasising and recognising all individuals' beliefs and culture. Creating an environment for honest discussion on topics that will not be discussed elsewhere. Respecting the self and others, whilst dealing Providing a framework with dealing with life and social issues
French	Learn about school <ul style="list-style-type: none"> • Subjects • Revision of numbers • Learn to tell the time • Revision of likes and dislikes + giving a reason + opinion • Create their timetable in French • Learn about differences between the French and Scottish education systems 	Reading Listening Writing: Creation of a webpage on AA Speaking: conversation Homework tasks	Skills for learning: remembering vocabulary / applying prior learning to a different context	Skimming, scanning skills Reinforce dictionary skills apply grammatical knowledge to speaking and writing Same as above Inference skills (poem)	Reading, listening to and telling the time in French Percentages (homework/ opinion poll) Conversion from euros to pounds	Classroom ethos Thinking about group work rules and respecting others Respecting other cultures Making mistakes to learn

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	<ul style="list-style-type: none"> Learn about food and canteens Study the poem 'Le cancre' Study the film Les Choristes 			Film: Summarising Inference skills Intonation Clarity of conversation Eye-contact		
Home Economics	See term 1					
PE	6 weeks blocks rotation Fitness Gym Trampoline Swimming Basketball	See term 1	See term 1	See term 1	See term 1	See term 1
BIT	Games Development (Scratch) <ul style="list-style-type: none"> Plan a game Create backgrounds Create and edit sprites Program a game using programming structures Test and evaluate a game and the project <p><u>Business Marketing</u></p> Pupils should be able to: <ul style="list-style-type: none"> Use word processor Incorporate tables, text, graphic and borders Create a presentation Produce trading, profit and loss account	Assessment in task. Peer and self assessment of game and project performance. Formative assessment of final game. Pupils review sheets completed. Staff review of progress and of materials Result of written assessment	Analysis. Design of solution. Creativity. Logical problem solving. Problem identification and debugging. <ul style="list-style-type: none"> What makes a good report What makes a good presentation Knowledge of: Branding, Marketing mix, Need for advertising, Profit and Loss 	Writing: Creating texts / accuracy/ punctuation/ self-editing, presentation, using sources appropriately, organisation of ideas, purpose and audience.	Written communication of game story and evaluation and review. Oral communication skills through problem solving and idea sharing. Idea of communicating through clear programming and with end users through prompts. Selecting information/ selecting sources and organising and re-suing the information Making notes Purpose and audience Word choice	See term 1

<p>CDT</p>	<p>Holder: Design & Analysis Measuring & Marking out Cutting Assembly Finishing</p> <p>Graphics: 9. Advert for selling house 10. Sustainability 11. Story Book</p>	<p>Quality of research and analysis Quality of product Meet specification Problem solving techniques</p> <p>Visual impact Question and answer IT skills Planning</p>	<p>Research design ideas Sketching Problem solving when constructing models Templates</p> <p>DTP layout IT skills DTP features DE&P Forward planning Colour Theory Sketching Rendering</p>	<p>Understand design brief & analysis Didbook entry</p> <p>Spelling Punctuation Grammar Font style, colour, point</p>	<p>Measurement: Working in MM Problem solving of material sizing</p> <p>Planning page count for story Numeracy could be part of their story line</p>	
<p>Art</p>	<p>Expressive – Underwater Collage</p> <ul style="list-style-type: none"> Learn how to marble paper – discussion and video clip of traditional processes in Italy Observational drawings of fish – focus on line and pattern Watercolour experiments <p>Making recycled paper</p> <p>Fantasy & Imagination - Creating an imaginary animal for a games cover</p> <ul style="list-style-type: none"> Observational drawing of choice of animals Learning to use Photoshop Choosing appropriate imagery as background 	<p>Ongoing teacher feedback</p> <p>Peer and Self-assessment</p> <p>Teacher assessment</p>	<p>Demonstrate skill of observing and recording</p> <p>Skill building of materials used: Observational drawing Experimenting with Watercolour techniques Making handmade paper Marbling techniques</p> <p>Analysing art & design techniques, processes and concepts</p> <p>Learn about effective poster design/ graphic design.</p>	<p>Writing poetry Acrostic poem based on the habitat of the creature</p> <p>Apply grammatical knowledge to writing</p> <p>Develop and communicate imaginative and original design solutions</p>	<p>Using proportions in construction</p> <p>Using perspective in layout</p> <p>Using proportion sizes for graphic designs</p>	<p>Exposure to a variety of cultures</p>

			Communication skills: Presenting to an audience			
Drama	<p>Skill based unit on explorative strategies</p> <p>Skill based unit on genre 'Broughton Hall'</p> <p>Ghost stories</p> <p>Scripted unit based on a Shakespeare play TBC</p>	<p>Mid-point assessment</p> <p>Final Assessment – summative assessment</p> <p>Written evaluation</p> <p>Listening for direction</p> <p>Homework tasks</p>	<p>Teamwork</p> <p>Creative thinking / thinking skills</p> <p>Creating a performance</p> <p>Devised performance skills</p>	<p>Writing : spelling/ punctuation/ presentation/ capital letters / paragraphing</p> <p>Inference and analysis</p> <p>Writing : spelling/ punctuation/ presentation/ capital letters / paragraphing</p>		Build relationships
Music	<p>Scottish Music</p> <ul style="list-style-type: none"> • Learning about the Music of Scotland • Learning by pattern & echo; aurally • Learning Scottish dances; Strathspey, Jig, Reel & Waltz • Revision of treble clef notes • Learn to play Short Coated Mary Strathspey • Seallaigh Curraigh Eoghann Reel • Highland Lullaby Waltz <p>Instrumental Skills</p> <p>Pupils select 2 instruments to specialise on and prepare performances equivalent to ABRSM</p>	<p>Formative:</p> <p>Ongoing teacher feedback</p> <p>Peer and Self-assessment exercises</p> <p>Summative:</p> <p>Listening & Literacy test</p> <p>Performances – group and solo</p> <p>Summative Assessment:</p> <p>Preparing 2 pieces as per the</p>	<p>Thinking skills:</p> <p>All HOTS</p> <p>Communication skills:</p> <p>Critical Listening</p> <p>Learning by ear</p> <p>Learning from notation</p> <p>Thinking skills:</p> <p>Remembering/ Identifying/ Understanding/ applying/ analysis</p> <p>Communication skills:</p> <p>Critical Listening</p> <p>Learning by ear</p>	<p>Note reading</p> <p>Gaelic language</p> <p>Scottish Music vocabulary – names of dances</p> <p>Scottish</p> <p>Music vocabulary</p> <p>Specific technical vocabulary (techniques specific to instrument eg. Sul Tasto/Ponticello)</p> <p>Italian terms</p> <p>Justifying choices</p> <p>Notes of the stave</p> <p>Critical response to performance</p>	<p>Score reading</p> <p>Subdivision of beats</p> <p>Bar numbering</p> <p>Scotch snap</p> <p>Rhythmic writing</p> <p>Key signatures - #</p> <p>Symbols</p> <p>Pattern recognition (ascending/descending/repetition)</p> <p>Score reading</p> <p>Subdivision of beats</p> <p>Bar numbering</p> <p>Tablature</p> <p>Key signatures - #</p> <p>Symbols</p> <p>Pattern recognition – sequence/repetition etc</p>	<p>Exploring Scottish tradition and culture – understanding their heritage.</p> <p>Playing in a group</p> <p>Playing independently</p> <p>Link with Social Dance</p> <p>Self expression</p> <p>Choice of instrument</p> <p>Control of curriculum</p> <p>Choice of piece to perform</p> <p>Link with solo talks</p> <p>Potential for group performance if</p>



	<p>Grade 1 (Level 3) for summative assessment. Opportunity to explore instruments that have not yet been covered eg Bass Guitar or more specialist vocal techniques Excellent players are invited to join school ensembles</p>	<p>benchmarks Marked according to agreed “Achievement of a level 3 or 4” standards from Hubs in 2016/17 Final performance for class peer and self assessed. Ongoing formative assessment in lessons Opportunities for peer and self assessment</p>	<p>Learning from notation Presenting to an audience</p>			<p>appropriate Independent study Understanding relevance and coherence of prior learning throughout S1</p>
PSD	<ul style="list-style-type: none"> - Alcohol - Smoking - Health Routines 		-		<p>-Written communication of game story and evaluation and review. -Oral communication skills through problem solving and idea sharing. Idea of communicating through clear programming and with end users through prompts. -selecting ideas - audience and purpose - note taking -use and acknowledgement of sources</p>	<p>Oral Health Food And Health Smoking Drugs And Drug Taking Police Drug Talk</p>

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Learning Together, Achieving Together

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