

		Term 1	Term 2	Term 3	Term 4
Global Goals and the UNCRC		23, 30, 14, 13, 27 Rights of the Week Global Goal: Sustainable cities and Communities	12, 29 Rights of the Week Global Goal: Industry, Innovation and Infrastructure	13, 16 Rights of the Week Global Goals: Life below water, life on land	Rights of the Week Global Goals: Industry, innovation and infrastructure
Whole School Events		MacMillan Coffee Morning Open Doors Event – 16 th September	Christmas Concert Winter Warmer	Star Gazing Event Open afternoon	Sports Day End of term service
Real World Events		Maths Week Scotland 27 th September to 3 rd October October is Mental Health Month, Dyslexia/Down Syndrome/ ADHD Awareness month and Black History month	November 8 th National STEM Day 11 th Remembrance Day 12 th Diwali 13 th -19 th November – Scottish Book Week 17 th Children in Need 30 th St Andrew’s Day December 8 th – Christmas Jumper Day (we’ll tie in with school dinner) 7 th -15 th Hannukah	January 25 th – Burns 29 th -2 nd – Languages Week Scotland February 6 th – Safer Internet Day 17 th Random Acts of Kindness Day LGBTQ – History Month March Women’s History Month 7 th – World Book Day 10 th -9 th April Ramadam 21 st -1 st April Big Walk and Wheel	April 20 th /21 st Eid ul fitr 22 nd -30 th Passover 22 nd Earthday May 20 th -25 th Walk to School Week June Pride Month and Gypsy Traveller History 16 th -20 th – Eid al adha 16 th -23 rd Drowning Prevention Week 21 st – World Music Day
Partnerships	Wyndwell				
	Ace Voices	Work with Alec Millar regarding outdoor learning and linking in with young leaders from his partner schools.			
	Prison Museum		Use of the Gym	Use of the Gym	
	Power Station	Stand alone project to support development of the Power Station’s resources regarding teaching about carbon capture. Initial session for P4-5 2 nd October	Follow up session 6 th November		Work with STEM amassadors and apprentices to look at electricity and energy as part of STEM classroom.
	Vital Sparks?				
	Active Schools	Fred Hockey Play Leaders Training Restart Community Groups – Sports Award	Fred Hockey	Fred Hockey	Fred Hockey

Developing Young Workforce Skills	Trying new things Solving problems Having a go Hypothetical thinking			
Literacy	Blogging about charities from assembly and what is happening in school.			
Numeracy (In addition to Core Maths)	Measuring – ingredients for food	Angles of light for second level Money for business	Measuring – ingredients for food Weight and mass in relation to gravity	
Health and Wellbeing	Class Charter School Charter review Core Values – Bounce Back Relationship Building – Bounce Back 7 and 6 Food and health within the STEM classroom for healthy meals and food banks	Being Safe – Bounce Back 8 Smoking Firework safety and dark nights Bounceback unit 10 – success Bounceback unit 4 – Courage Focus on Physical Activity	Bounceback unit 3 – people bouncing back Bounceback unit 9 – being safe (cyber and internet safety) Bounceback unit 2 – social values Bounceback unit 5 – looking on the bright side Exploring food with others	Light nights Healthy lifestyles and positive self esteem Sensitive lessons Bounce back unit 6 - emotions
Science	By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b (Set up as standalone investigations)	By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a	By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a	I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. SCN 2-09a To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work. SCN 2-10a I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. SCN 1-09a

<p>Social Subjects</p>	<p>I can explain how the needs of a group in my local community are supported. SOC 2-16a Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a</p>	<p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a</p> <p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a</p>	<p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b 24</p>	
<p>RME</p>	<p>I am developing an awareness that some people have beliefs and values which are independent of religion. RME 1-09a I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c</p>	<p>I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b</p>	<p>Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people’s lives and communities. RME 1-05a</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b</p>	<p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. RME 2-04c</p> <p>Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b</p>
<p>ICT</p>	<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a</p>	<p>I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way. TCH 1-13a</p> <p>I understand the operation of a process and its outcome. I can structure related items of information. TCH 2-13a</p>	<p>I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a</p> <p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I’m aware of how to keep myself safe and secure. TCH 2-03a</p>	<p>I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. TCH 1-14a I understand how computers process information. TCH 1-14b I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language. TCH 1-15a I can explain core programming language concepts in appropriate technical language. TCH 2-14a I understand how information is stored and how key components of computing technology connect and interact through networks. TCH 2-14b I can create, develop and evaluate computing solutions in response to a design challenge. TCH 2-15a</p>

<p>Technologies</p>	<p>I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a</p>	<p>I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a</p>	<p>I can design and construct models and explain my solutions. TCH 1-09a I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>	<p>I explore and discover engineering disciplines and can create solutions. TCH 1-12a</p> <p>I can extend my knowledge and understanding of engineering disciplines to create solution. TCH 2-12a</p>
<p>Expressive Arts</p>	<p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-15a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</p>	<p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a</p>	<p>Inspired by a range of stimuli, I can express my ideas thoughts and feelings through creative work in dance. EXA 1-09a</p> <p>Inspired by a range of stimuli, I can express my ideas thoughts and feelings through creative work in dance. EXA 2-09a</p>	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 1-17a</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p>
<p>PMFL</p>	<p>Introductions</p> <p>Describing Self</p> <p>Describing Family</p> <p>Describing famous people</p>	<p>Classroom objects and instructions revision</p> <p>Extend to sentences for older pupil</p>	<p>Likes and Dislikes</p> <p>Sports and spare time</p>	<p>Phonics and alphabet</p> <p>Songs</p> <p>Revision</p>
<p>Outdoor Learning</p>	<p>Setting up of chicken coop</p> <p>Buying chickens</p> <p>Setting up rota</p> <p>Exploring cycle of food waste and compost</p> <p>Restart Community Groups with Eco Schools</p>			