

Lismore Newsletter Term 1 2022



Hello everyone! And welcome to our first newsletter of the session. As always, term 1 has gone past in a flash and we have lots of exciting things to share with you.

Our children have once again worked hard to re-learn routines and expectations and have settled back in to school life with ease. This has been helped along with our wonderful staff who have continued to strive for a happy, welcoming ethos at school where we have high expectations for all.

Read on to find out about baking/cooking, sewing, our improvement plan, talk for writing and much much more....

Our Improvement Plan 1

This session we have 3 priorities on our school improvement plan: Develop 1 + 2 languages, Embed digital learning and Expand Outdoor Learning opportunities. These were decided upon after observing the children's interests and development needs.

1 + 2 Languages:

Our primary school children learn both French and Gaelic at school.

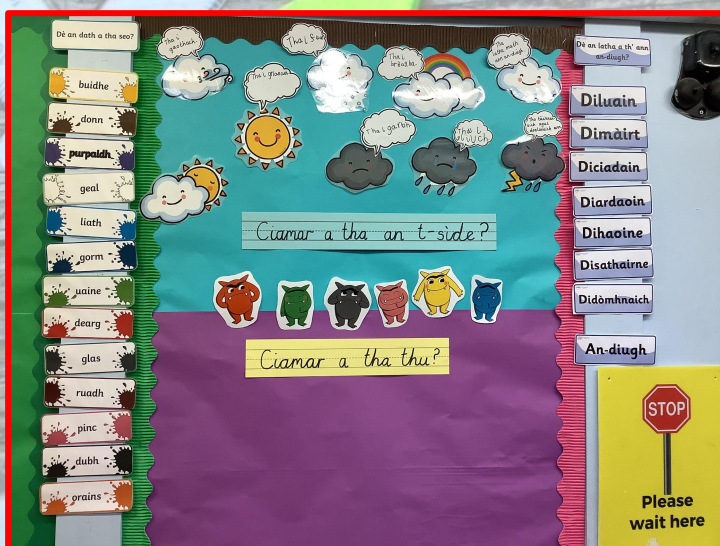
The children have a short burst of French everyday. This session they have been learning about numbers to 30, greetings, classroom instructions, asking and answering questions about where we live and what age we are.

They have one Gaelic lesson a week. This term they have learned about feelings, weather, colours, numbers and days of the week. The children have learned how to ask and answer 6 questions in Gaelic:

- How are you?
- What is your name?
- What age are you?
- What colour is this?
- How is the weather?
- What day is it today/yesterday/tomorrow?

Try them out with your children at home and let them show off their Gaelic skills!

The ELC are learning Gaelic at the moment. They have Gaelic book bug every week. This is delivered live online alongside 4 other settings. They are learning introductions (Good afternoon, Good morning), how to ask someone how they are, numbers to 3 and colours. They learn through songs and stories alongside their friend book bug.



Our Improvement Plan 2

Embed digital learning:

We have been working on developing our use of digital technology for the past 2 years. As such, most children are able to access computers/ipads and use programmes/functions independently but we would like to expand our skill set to help the children understand the wider functions of technology and how it can be used to support learning across the curriculum. A few examples of how we do this have been shared below:

Digital literacy: We use features such as stop motion, i-movie and chatterpix to bring story-telling to life. The children enjoy creating and editing stories using these digital tools.

Numeracy: We use programmes such as sum dog, often, to provide a digital games based component to our maths lesson. Sumdog is set to each individual child's specific learning needs and adapts as they progress through the programme- making questions easier or harder according to their results.

Music: We intend to use garage band (on the ipads) in music to explore pitch. This will allow us to record, listen back and learn from our own reflections.

We also use digital technology to assist with additional support needs. Some of our learners use clicker 8- a programme to assist with writing, reading and spelling. Some use Nessy- another games based platform that consolidates spelling. We use assistive functions on our ipads such as 'reader view' and 'text to speech' allowing us to take an inclusive approach to accessing language and literacy.

Furthermore, we have a digital skills group every week. Read more about this in our 'Wednesday groups' section!



Our Improvement Plan 3

Expand Outdoor Learning Opportunities:

Outdoor learning continues to be highly important here at Lismore Primary School. We take the children outdoors often to explore and enjoy their environment and enhance learning opportunities. At times this is unplanned and is decided in response to the children's wants and needs- we are always flexible when it comes to this. This session we are focusing more on the planned experiences we offer children.

In term 1 outdoor learning has consisted of gardening work and play (messy play and park time). Through their work in the garden the children learn how to take care of something and meet its needs- by giving our plants and veg enough of what they need to thrive. They also learn about the garden to plate process as we harvest what we grow and cook it in school. Through messy play and park time the children learn to explore their senses and measure risk as well as develop an array of fine and gross motor skills. This time is also important to their overall wellbeing.

Next term we plan to start up our outdoor expeditions. The children will be involved in 4 activities centred around a theme. The activities are designed around the create, explore, design and celebrate cycle and are designed to help children develop an array of skills such as: resilience, problem solving, negotiation and creativity. There will be 2 expeditions in the second term- each lasting 4 weeks long. We can't wait to share this learning with you!



Thursday Groups

On a Thursday afternoon our whole school come together again for our second lot of organised groups.

Thursday afternoon is for sewing, baking/cooking and music.

Sewing: Our sewing group have been making crafts this term. They have made stuffed felt flowers and birds, handbags and hunter/gatherer bags. They have also been learning how to weave.

Baking/Cooking: The children have been using produce from our garden this session to bake/cook. We used rhubarb and brambles to create a crumble and marrows and potatoes to create a soup. We love seeing the process of garden to plate!

Music: We have been learning about rhythm and basic music notation- quavers, crotchets and pauses. Next we will be learning about pitch and dynamics.



Literacy

Numeracy



This term the children have been working across the curriculum but, as always, we have a specific focus on Literacy and Numeracy.

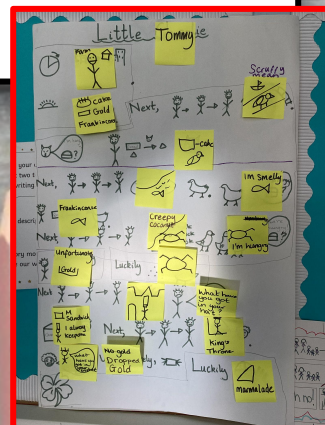
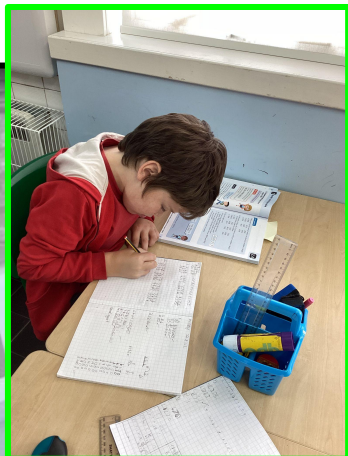
Literacy

This term we have begun on our 'talk 4 writing' journey which we hope will build confidence and raise attainment in writing. This approach to writing encourages children to act, model, draw and create stories whilst going through an imitation, innovation and invention cycle. The children come together to learn a story. They say the story daily, make actions for it, map it out with drawings, act it out and ultimately embed the story structure, internalising it's features. They then change the story, using the same structure, to create a new version of the story. And finally they use all they have learned to create their own story. By the time the children reach this final stage they have embedded the structures and techniques needed to tell, and write, an effective story.

Numeracy

For Numeracy this term we have been revisiting early arithmetic skills through lots of place value activities. The children have been strengthening their number sense as they learn more about numbers as groups (tens, hundreds etc.). Each day they have been taking part in chilli challenges in which each child chooses their own level of challenge; word problems- where they can see how the skills they are learning are relevant in a context; digital learning to enhance motivation and enjoyment and teacher time, where the children work as small groups or individuals to receive teaching input that's just right for their age and stage.

We have also been learning about money and as such take part in lots of hands on, practical challenges. The Community Trust decided to use our money skills as we became volunteers for the day- counting and sorting money from the donation boxes, getting it ready to bank! This was a lot of fun!



**Talk for
Writing-
Star
Stories**

Little John

Once upon a time there was a little boy named John. One morning he woke up and he heard his friend's voice calling his name. So he ran into the darkness of the forest. Unfortunately he got lost.

It was damp, scary and cold in the forest. Luckily he took two pebbles and rubbed them together and then made fire. The fire was so small but it attracted attention and he was captured by tribe members.

He woke up and he was in a very large cage in a very small room and he knew that somehow they were watching him. When the sun had set, out of the cook house a man came running. He had arms like the hulk and in his hands were bolt cutters. Thankfully he cut me out of the cage.

John ran as far and as fast as he could into the forest. He made a giant fire then he made a bed with sticks and twigs. He was finally safe from the camp where they captured him. John felt safe and calm.

When he woke up he walked to his friend's house to see why he was calling his name. His friend said he didn't call his name. Instantly he knew it was the tribe members pretending to be his friend calling his name, so that they could capture him.

By Cian MacDougall

Cian's story was entertaining, lively and interesting. He used literary techniques to build suspense! Well done, Cian!

Little Jake

Once upon a time there was a little boy called Jake who lived near the water. Jake had blue eyes, black hair, he is as tall as a door, he is 10 years old and he has lots of friends. One day he heard a bash on the door. He sprang up and went to the door and opened it. There was an old man. The man said "Please take this medicine to my pet fox." So Jake ran upstairs and packed his things and was off.

Jake ran and he ran and he ran until he came to lots of trees where he found a tractor with a man in it. A mean, mad, moody man and then Jake heard something. It was the trees, they seemed sacred of something. The man was coming straight for Jake. He ran he ran as fast as he could until he came to such a big tree the tractor could not get past.

Next Jake ran and he ran and he ran until he found a gigantic field where he found a sick boy. Jake gave the boy some of the medicine and the boy sprang up "thank you"

Alasdair's story showcased the techniques we have been working on, such as personification, alliteration and the power of 3. Well done, Alasdair!

said the boy. It was getting dark so Jake went to bed. When Jake woke up he went back on his quest to find the fox and Jake was off. Jake ran and he ran and he ran until he came to an old Granny's house. The granny was very sick she asked if Jake had medicine. And Jake said "yes." So Jake gave her some of the medicine and he was on his way.

Next Jake ran and he ran and he ran until he came to the fox's house. The fox came out of his little hut and fell to the ground so Jake sprang to the fox and gave him all the medicine and nothing happened. . . Until he moved and then he sprang up. He was cured! The fox hopped off and then went in his little hut.

Feeling relieved, Jake went home to tell the old man he has cured the fox. When Jake was home the man was so happy to hear that his fox was cured. So when the man left, Jake went to his bed feeling great about himself.

By Alasdair Maclean Fleming.

Talk for
Writing-
Star
Stories

Visit from
the fire
service



We had an excellent visit from the fire service this term. We learned about the fire triangle, float to live and stop, drop and roll!

We used the fire hose to 'put a fire out' and used the throwline to 'save someone' in the water.



Interdisciplinary Learning

Our topic this term has been science based. We have been learning about forces, electricity and waves. We have been taking part in practical activities to investigate friction, gravity, air resistance buoyancy, magnetism, electricity and sound waves. Using natural materials found in the school grounds, we made rafts and took them down to the shore to test their buoyancy. We have been learning about how compasses will always point to the magnetic North Pole and have been using them to navigate around the playground. Using circuit boards, we have been learning about electricity, how it is made and conducted.

We made rafts out of wood and took them to the shore to test if they would float and they did because wood is light.- Morag

Buoyancy means floating. If something is buoyant it can float. Bubble wrap can help this because it has air in it and that is light.- Beatrix

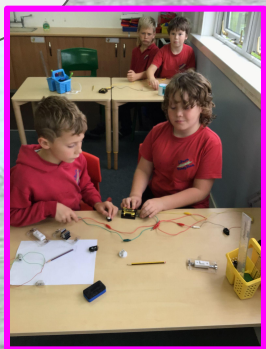
I really liked learning about buoyancy. I enjoyed making boats from tin foil and learned that shape affects how buoyant something is.- Cormac

Electricity passes from one thing to another through little blue balls- they are called electrons.- Hannah

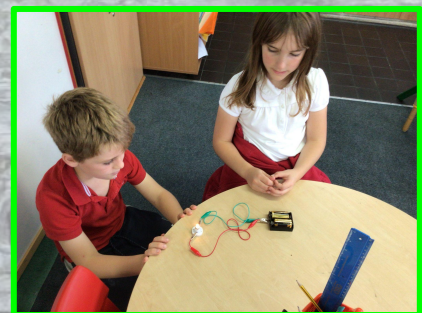


On a magnet if you point North and North together, it won't 'stick' but if you point North and South it does 'stick'. These are connected. - Alasdair

I learned about magnetic fields- we looked at how they attract some types of metal.-Kristian



I have enjoyed exploring magnetism. I learned how the North and South Poles connect through magnetic force- Cian



I have been learning about electrical circuits- Esme



We have been learning about atoms, electrons and electricity lines.- Ruairidh

Pre-5 News

Pre 5 have settled in well since the start of term, getting familiar with the lay-out of the room and all the resource we have to use. They are confident in micro routines such as hand washing, snack time and toileting.

The children have spent lots of time exploring their environment inside and outside, going on walks to the beach and surrounding areas. They have particularly enjoyed sensory play (water, sand, slime etc.), cutting and playing with soft toys/puppets.

As we are now in Autumn we are starting to look at what happens in this season.



What's new and what's to come

Staffing

This session we welcomed Alison Ferguson to our team as she has taken up the position of childcare and education worker in the pre-5 unit (Mon-Weds). It has been excellent to have Alison on board! We also welcomed Kara Willis back after a year at Strath of Appin. We are so happy to have Kara 'home'.

Interviews for our catering assistant position took place this week and I hope to be able to share news of the successful candidate very soon. Let's get this lunch service back up and running! I will be in touch at the beginning of term 2 to let you know when we expect this to happen.

As you will now know, I am expecting a baby and will go on maternity leave in February 2023. I have already shared my news with the central team to get the wheels in motion for my maternity cover. I will share news on this, as soon as I have it.

What's to come?

Parents meetings will take place (in person-yay!) on 26th October. We look forward to seeing you all then.

We have flu vaccinations on November 1st.

In term 2 the children will choose the focus for our P.E. unit. Active schools will be visiting at some point in term 2 too, to offer a block of sport delivered by a coach. We are awaiting details on this.

Reverend Dugald Cameron will be working with the school on a project in November. This will involve the children learning a little more about the cross (and it's symbolism) and our church building here on Lismore. We look forward to sharing this with you.

We will be beginning a parent and toddler stay and play group in term 2. This will be for our ELC children and any children under 3 on the island.

We will have another parents open afternoon in term 2 (details to follow). We look forward to welcoming everyone again!

We look forward to updating you all again at the end of December! Until then, stay safe, take care and as always if you have any questions or comments don't hesitate to get in touch.

Miss Harris and the boys and girls of Lismore Primary School