

Welcome to P7S!



Please take a post-it and write down the main thing you want for your child this year!



	9:00 – 9:50		9:50 – 10:40			10:55 – 11:45	11:45 – 12:35		13:20 – 14:10	14:10 – 15:00		
Monday (Mr Howie)	Literacy - Spelling		Fitness		B	Maths		L	Literacy - Grammar	Science		
Tuesday	Check-in	Assembly 9:10 – 10:00		Literacy – Reading	R	Literacy - Writing	French RME (NCCT - Mrs Singleton)	U	Numeracy			
Wednesday	Numeracy				E	Literacy – Reading/Spelling		N	Literacy - Writing	HWB		
Thursday	Literacy - Handwriting	Numeracy			A	Literacy - Writing	PE	C	IDL - Greece		Reading - Library	
Friday	PE		Literacy – spelling test	Weekly review meeting (L&T) – Learner Profiles	K	HWB	Numeracy	H	PLG 1:20 – 2:10 OR IDL		Hi 5 Skills Development 2:20 – 2:50	Check-out

Literacy in P7S

Writing

National Improving Writing Programme style lessons: 3 writing lessons per week focussing on the Tools for Writing and then learning about a range of genres.

Spelling

Active Literacy spelling programme for P7.

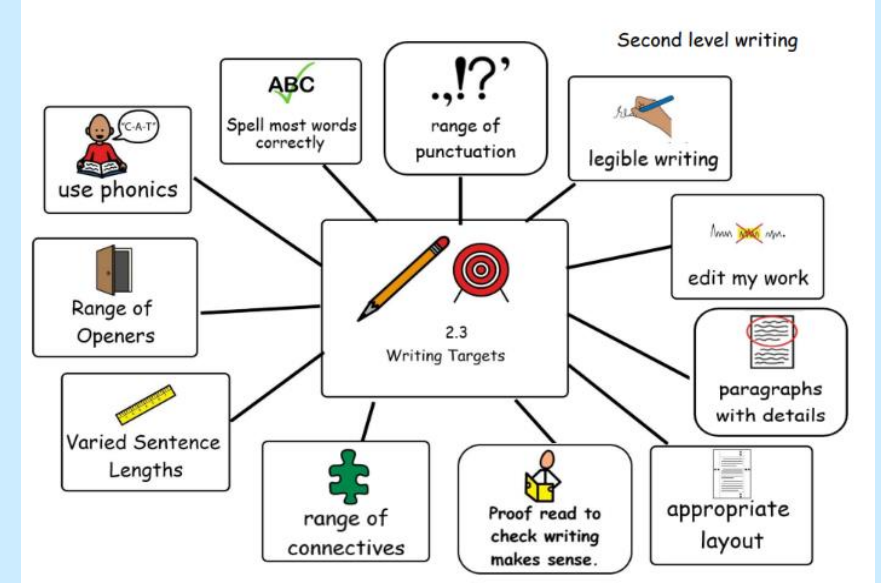
Reading

Term 1 - Fiction group novels

Term 2 - Adolphus Tips

Term 3 - Non-fiction group novels

Term 4 - Divided City



Maths and Numeracy in P7S

- Thinking Classroom - problem solving and curiosity
- Rockstar Mathematician
- Times Tables Masters
- Number Talks
- Place Value
- Estimation and rounding
- Addition and subtraction
- Information handling
- Coordinates

PE

- Monday, Thursday and Friday
- Full PE kit should be worn (indoor trainers, shorts/leggings, t-shirt)
- No jewellery
- PE kit can be left in class

IDL Topics

Term 1 - Greece
(Around the World)

Term 2 - World War 2

Term 3 - Energy
Sources and
Sustainability

Term 4 - Divided City

Science

Term 1 - Senses and
Sound

Term 2 - Micro-
organisms

Term 3 - Ethical trading

Term 4 - Topical science
and Earth's Materials

Meta-skills

Self-management

Focusing

The ability to manage cognitive load by altering and sorting information in order to maintain a sense of focus in an age of information overload and constant change



Integrity

Acting in an honest and consistent manner based on a strong sense of self and personal values



Adapting

The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change



Initiative

Readiness to get started and act on opportunities built on a foundation of self belief



Social intelligence

Communicating

The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas



Feeling

Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account



Collaborating

The ability to work in coordination with others to convey information and tackle problems



Leading

The ability to lead others by inspiring them with a clear vision and motivating them to realise this



Innovation

Curiosity

The desire to know or learn something in order to inspire new ideas and concepts



Creativity

The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning



Sense making

The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information



Critical thinking

The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions



The Zones of Regulation

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

- Help children to name and identify their emotions
- Shared language
- Strategies and 'tools' are co-created between children and adults to promote self-regulation with support

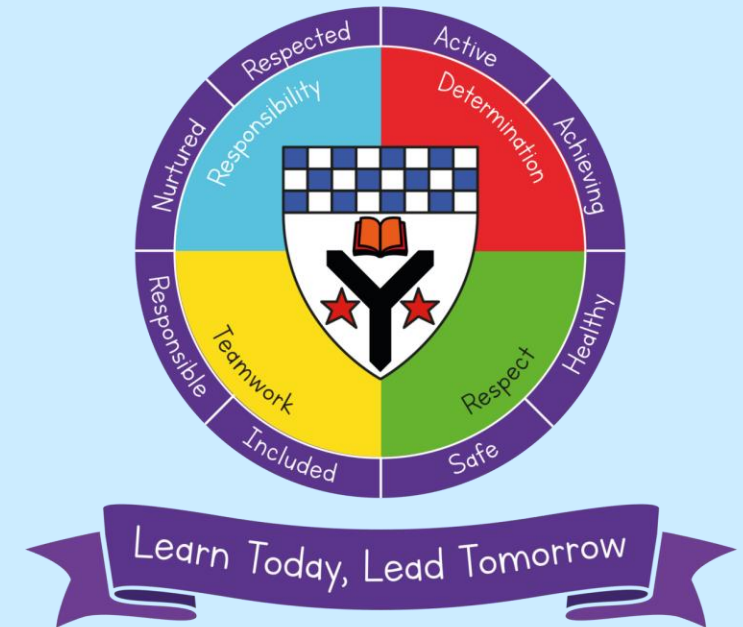
Responsibility and Leadership

In class:

- Weekly review meetings
- Class jobs
- Classroom economy

In school:

- P1 buddies
- Pupil leadership groups
- House captains
- Special achievements outside of school - parents can contact the school about special achievements via the school app.



Homework

Homework will be posted on the class blog.

Curricular Area	Task	How often?
Spelling	Spelling lists will be sent home weekly. Learners should write their words three times and then choose a task from the menu.	Weekly
Reading	Giglets	Weekly
Maths	Sumdog	Weekly
IDL	An IDL-focussed project to complete at home.	Termly

Important Dates

- P1 and P7 Class Photographs: Thursday 24th September 2026
- P7 Christmas party: Thursday 17th December 2026
- P7 Information Evening: Stewarton Academy, Thursday 22nd April 2027
- P7 Residential: Galloway Activity Centre, Monday 17th - Thursday 20th May 2027
- Transition Days: Wednesday 2nd and Thursday 3rd June 2027
- P7 show: Wednesday 23rd June

Class Blog

- Yearly overview
- Photos of learning
- Updates about the class
- Helpful sites for learning at home

<https://blogs.glowscotland.org.uk/ea/netherrobertland/>

- Class blogs
- P7S Miss Smith

Question time!

If you ever have a question or concern, please do not hesitate to contact me by:

- Catching me in the playground at the end of day
- Phoning the school office
- Emailing me on rebecca.smith@eastayrshire.org.uk

P7S's Escape Classroom

Parents, you are now trapped in P7S's classroom until you can work with your children to solve the following problems and give Miss Smith the code!



There is a pile of dice.



Three of them are put in a row. The numbers on the top of these three add to 8. What do the hidden numbers on the bottom add to?

This number is the first key.

There is a pile of dice.

The top and
bottom of a die
always add up to 7.



Answer: 13

Three of them are put in a row. The numbers on the top of these three add to 8. What do the hidden numbers on the bottom add to?

This number is the first key.

There are ten cards numbered from 0 to 9. Five of these are face down in a row on the table.



The numbers on the first two cards add to the first key number. The numbers on the second and third cards add to 9, the numbers on the third and fourth cards add to 11, and the numbers on the fourth and fifth cards add to 16.

What number is on the last card? This number is the second key.

There are ten cards numbered from 0 to 9. Five of these are face down in a row on the table.

8

5

4

7

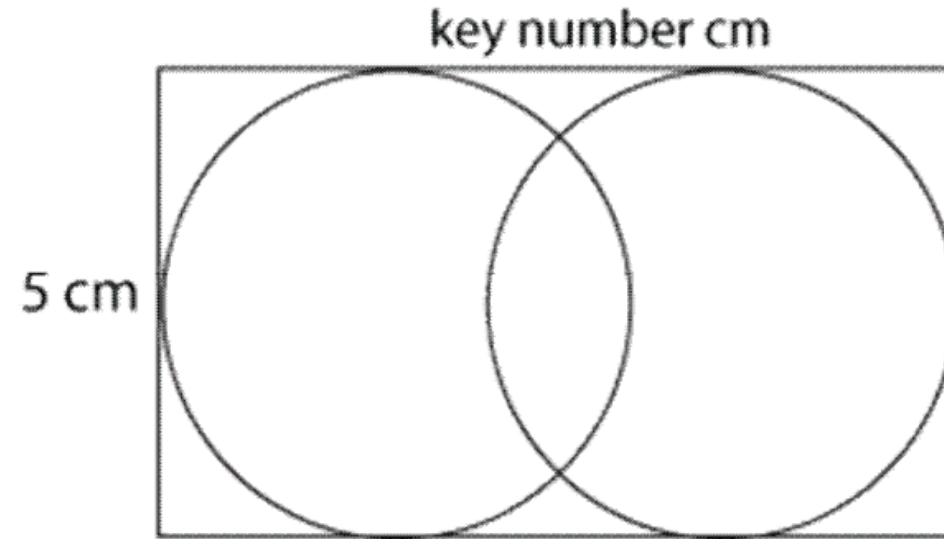
9

Answer: 9

The numbers on the first two cards add to the first key number. The numbers on the second and third cards add to 9, the numbers on the third and fourth cards add to 11, and the numbers on the fourth and fifth cards add to 16.

What number is on the last card? This number is the second key.

Here there is a diagram. There are two overlapping circles inside a rectangle. The rectangle is the second key number of centimetres long and 5 centimetres high.



How far apart are the centres of the two circles?

Square this answer and subtract one. This will give you the third key number.

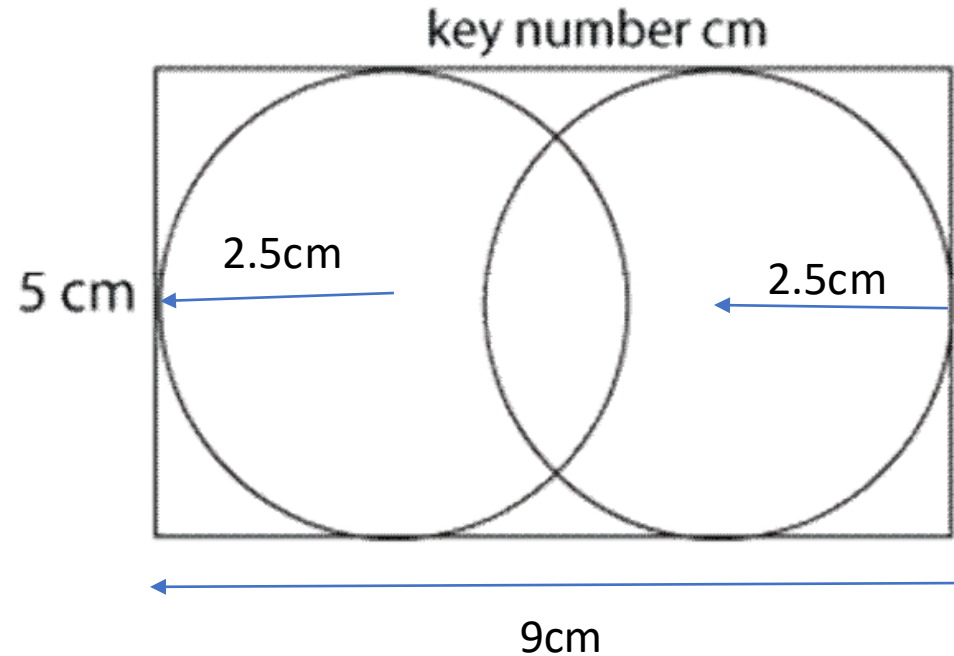
Here there is a diagram. There are two overlapping circles inside a rectangle. The rectangle is the second key number of centimetres long and 5 centimetres high.

Diameter = 5cm
Radius = 2.5cm

$$2.5\text{cm} + 2.5\text{cm} = 5\text{cm}$$

$$9\text{cm} - 5\text{cm} = 4\text{cm}$$

$$4 \times 4 = 16$$
$$16 - 1 = 15$$

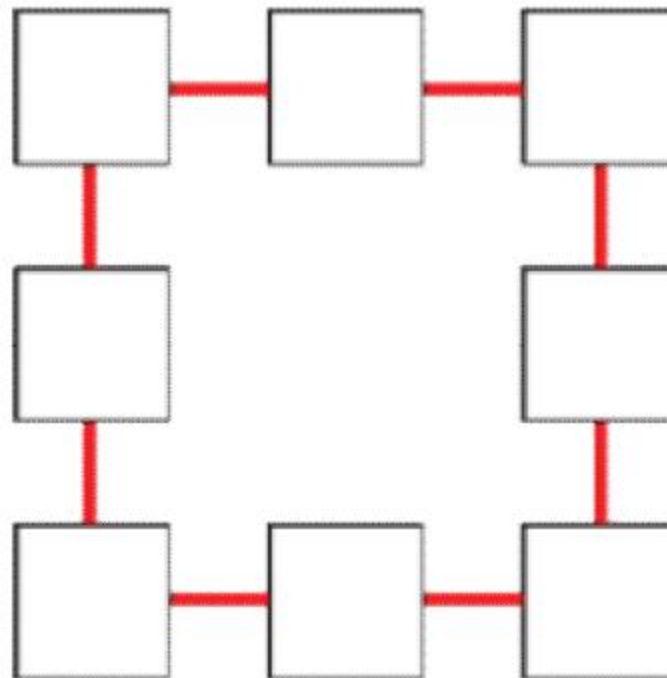


Answer: 15

How far apart are the centres of the two circles?

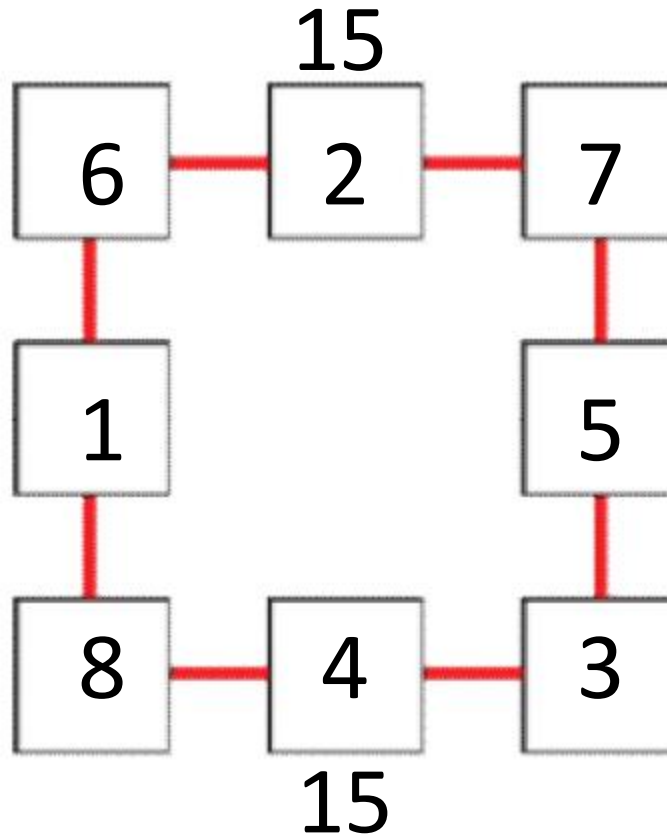
Square this answer and subtract one. This will give you the third key number.

On the floor there is a strange diagram and the numbers from 1 to 8 on eight cards. The diagram is a square with eight boxes arranged round it.



Arrange the numbers in the boxes so that each side of the square adds to the third key number. To find the fourth key number, add the numbers on all the corner boxes and then subtract 10.

On the floor there is a strange diagram and the numbers from 1 to 8 on eight cards. The diagram is a square with eight boxes arranged round it.

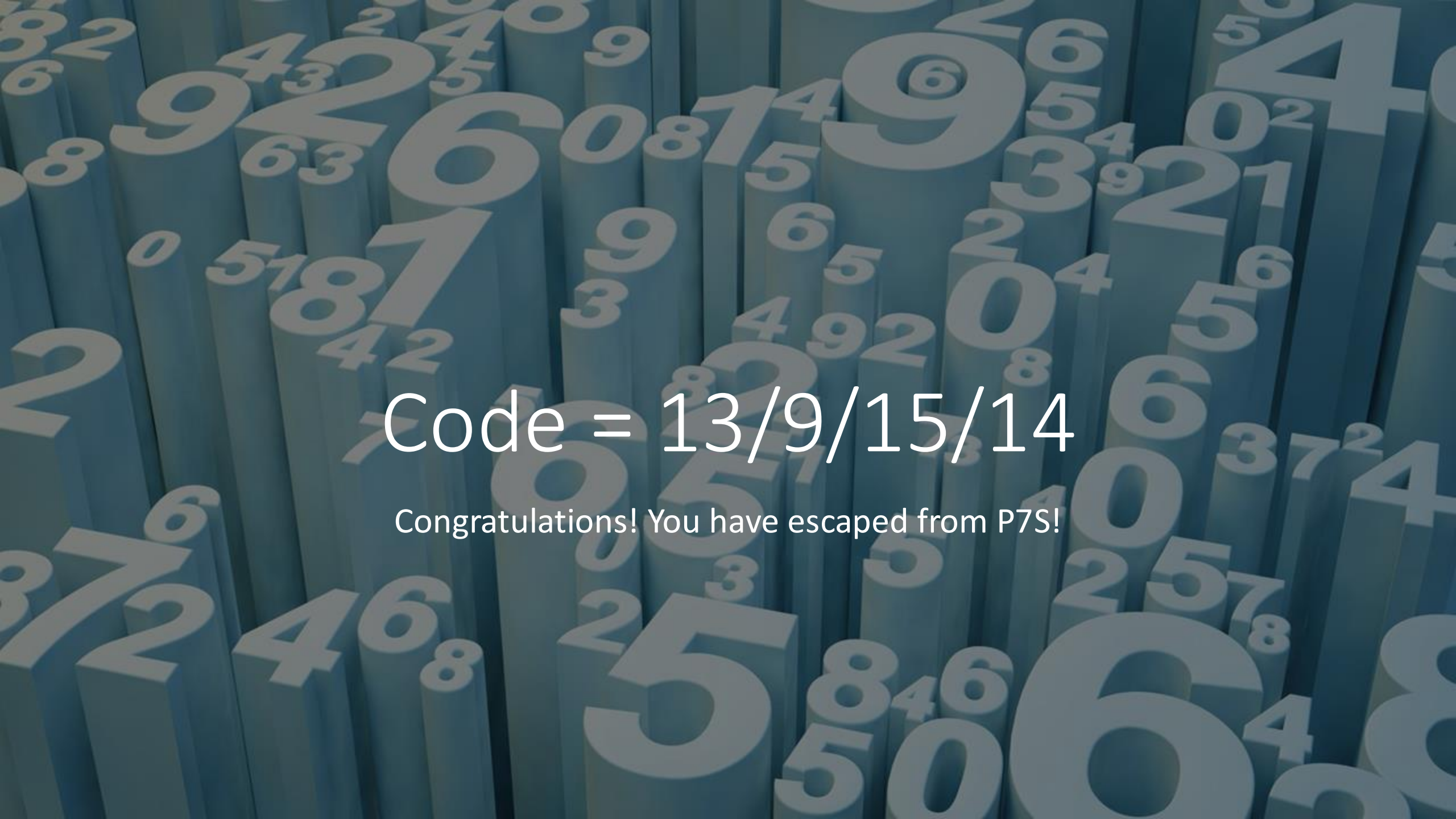


Answer: 14

$$6 + 7 + 8 + 3 = 24$$

$$24 - 10 = 14$$

Arrange the numbers in the boxes so that each side of the square adds to the third key number. To find the fourth key number, add the numbers on all the corner boxes and then subtract 10.

The background of the image is a dense, three-dimensional field of numbers (0-9) in various shades of blue and grey. The numbers are rendered with perspective, giving them a sense of depth and volume. They are scattered across the entire frame, creating a complex, textured backdrop.

Code = 13/9/15/14

Congratulations! You have escaped from P7S!