

## Balmullo PS Learning Overview



### Opportunities for Personal Achievements

<p><b>Outdoor Learning:</b>  <a href="#">Natural Connections</a>    <a href="#">Active Fife - leisure hub</a></p>	<p>To enhance learning and understanding we plan opportunities to enhance and extend learning outdoors. We will also be exploring the Natural Connections outdoor learning award.</p>
<p><b>Our School Values:</b></p> <p><b>Meta skills:</b>  <a href="#">meta-skills-progression-framework.pdf</a></p>	<p>We regularly focus and reflect on how our school vision and values can support us in becoming stronger learners.</p> <p>We are also developing our understanding of Meta skills which cover key life skills in Self-management, Social intelligence and Innovation. In class we plan to make meta skills explicitly visible and create opportunities for the children to recognise, understand and explore their meta skills development.</p>
<p><b>MAD Groups</b></p>	<p>Through our Making A Difference (MAD) groups and class interdisciplinary learning children are learning to work as a team, make decisions, communicate, compromise and become leaders. Our MAD group's mission this term is to Make a Difference by <b>continuing to share our learning with parents.</b></p>

Please email the school office with any news and a photo of personal achievements out with school: [Balmullops.enquiries@fife.gov.uk](mailto:Balmullops.enquiries@fife.gov.uk) so this can be shared with the class/school and displayed on our school Achievement Wall.

### Ethos and Life of the School as a Community

We are a Bronze 'rights committed' school – This term, we will continue our learning and understanding of the Rights of the Child, including **Article 24** 'Every child has the right to the best possible health – clean water, nutritious food and a clean environment. Richer countries must help poorer countries achieve this and **Article 27** 'Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs'.

Children will also continue to explore links to the other rights through their learning in class and at weekly assemblies.

**House Activities** – In Term 3 we are looking forward to planning our Burns Celebration on Monday 26<sup>th</sup> January. Traditionally all children will learn how to recite and perform a Scots poem, they will learn about the life and work of Robert Burns, Scottish music, song and dance and the meaning of some Scots words. As a whole school we will come together on the 26<sup>th</sup> to 'share our learning' and announce the winners of our Scots Poem competition.

We will again be hosting our **The Great Balmullo Bake Off!** A chance for children to create their own baking showstoppers – cookies, muffins, cupcakes, scones, traybakes whatever takes their fancy! Parents are invited to take part too with a special category all of their own. A class 'Star Baker' is announced with prizes and

House Points awarded, followed by the sale of the baking items, raising vital funds for the school. Our 'Bake Off' competition will take place on Monday 16<sup>th</sup> February (cake sale from 2.30pm)

## Interdisciplinary Learning (IDL)

In January we have the mini topic of Scotland as discussed earlier in this document.

- I can explain who Robert Burns is.
- I can listen and respond to Scots' poetry
- I can explain different Scottish traditions and participate in celebrations
- I can identify and talk about different Scottish landmarks, local and further afield and explain why they are important
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Our class IDL topic/s this term is **Bridges**

At my own level I can:

- Explain what bridges are, why they are needed and give examples of famous bridges around the world.
- Use different materials to design, make and test different bridge models
- Apply my maths knowledge and skills by comparing, identifying shapes and measuring my models

## Curriculum Areas and Subjects:

Reading	<p>We will be focussing on the following reading targets through "Reading books" and Workshop to Literacy approach....</p> <p><u>At my own level I can/am working on</u></p> <ul style="list-style-type: none"> <li>• Recognise common words in print</li> <li>• Further development of phonics – sounding out, recognising initial, end and medial sounds, word patterns, strategies to help with unknown words.</li> <li>• Use picture and context clues to read texts</li> <li>• Ask and answer questions about texts</li> </ul> <p><u>Progressing to....</u></p> <ul style="list-style-type: none"> <li>• Use punctuation and grammar to read with fluency and expression</li> <li>• Become familiar with a dictionary/alphabetical order</li> <li>• Using a wider range of strategies to help with unknown words, decoding, looking for familiar patterns and blends</li> <li>• Develop knowledge through non fiction texts, "read to learn" and be more familiar with features such as contents, index</li> </ul>
Writing – Explanation Texts and Discussion texts	<p>We will be focussing on the following writing targets</p> <p>At my own level, I can/am working on</p> <ul style="list-style-type: none"> <li>• Write a word phrase/sentence/series of sentences</li> <li>• Use punctuation correctly</li> <li>• Further develop handwriting and presentation</li> <li>• Transfer knowledge of common words into writing</li> <li>• Progressing to be able to link sentences with common joining words</li> <li>• Writing sentences to explain how or why things are, or how things work</li> <li>• Build sentences which explain my own opinion and the opinions of others</li> </ul>
Listening & talking	<p>We will be focussing on the following listening and talking targets</p> <ul style="list-style-type: none"> <li>• Talk to an audience (peers) about a prepared show and tell item</li> <li>• Further develop turn taking in a range of situations</li> <li>• Listen to and be able to discriminate sounds/patterns in words</li> <li>• Participate in discussions, asking and answering questions about my learning.</li> </ul>

French (L2)	<p>We will be learning to</p> <ul style="list-style-type: none"> <li>• participate actively in songs, rhymes and games</li> <li>• use social greetings and interactions e.g. good morning, goodbye and thank you</li> <li>• further develop knowledge and confidence using colours, and counting in French</li> </ul> <p>We will be using an interactive resource called Camembear to help us with our learning</p>
Number, money & measure	<p>We will be focussing on the following number, money and measure targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Add and subtract using practical materials and number lines/squares where appropriate</li> <li>• Remember number bonds and use mental strategies</li> <li>• Use maths language associated with sharing/division and common fraction words... in everyday experiences</li> <li>• Sequence the months/seasons of the year, understand a diary and calendar function, be able to match events to a month/season</li> <li>• Develop language of ordinal names (time/date)</li> <li>• Use mathematical language to compare and describe lengths, heights, mass and capacities.</li> </ul> <p>Progressing to...</p> <ul style="list-style-type: none"> <li>• I can estimate and measure using non-standard units then accurately use a range of instruments e.g. metre sticks, measuring jugs etc</li> </ul>
Shape, position & movement	<p>We will be focussing on the following shape, position and movement targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• not explicitly taught this term</li> </ul>
Information handling	<p>We will be focussing on the following information handling targets</p> <ul style="list-style-type: none"> <li>• not explicitly taught this term</li> </ul>
<p>Health and Wellbeing: The 7 wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) are covered throughout the year. To support a shared language when managing emotions, we use the <b>Emotion Works</b> resource and <b>5 Point Scale</b>. We support this learning at Balmullo Primary through:</p>	
Health and Wellbeing	<p>We will be focussing on the following health and wellbeing targets/link with Meta skills</p> <ul style="list-style-type: none"> <li>• talk about my own strengths, needs and aspirations for the future</li> <li>• find out about different kinds of jobs people do (parent volunteers required!)</li> </ul> <p><b>Meta-Skills Focus: Integrity</b></p> <ul style="list-style-type: none"> <li>• showing kindness to others and being sensitive to others' feelings</li> <li>• being aware of how their actions can affect others</li> </ul> <p><u>progressing to</u></p> <ul style="list-style-type: none"> <li>• understanding that other people may have different values and ideas to their own and learning to compromise</li> </ul>
Physical Education:	<p>We will be focussing on the following PE targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• practise and perform a dance I have been learning</li> <li>• use apparatus to move and balance safely</li> <li>• move and balance in different ways with increasing confidence</li> <li>• perform different types of rolls with increasing confidence and control</li> </ul> <p>Our gym days this term are Friday (<b>outdoor gym</b> day) and Tuesday</p>

	Please come to school on your <b>outdoor</b> PE day, wearing plain gym kit – black or grey tracksuit bottoms/leggings or shorts, a plain white t-shirt and school jumper. No cropped tops/vests or football tops/strips.
Expressive Arts – Art, Drama, Dance and Music	We will be focussing on the following expressive arts targets At my own level I can: <ul style="list-style-type: none"> <li>• Create images and objects using my own ideas and develop skills such as fine motor, using tools and understanding of representation</li> <li>• Understand and create with lines, patterns</li> <li>• Communicate ideas and feelings through movement e.g. body language, gestures, actions and facial expressions</li> </ul>
Science	We will be focussing on the following science targets <ul style="list-style-type: none"> <li>• See IDL section</li> </ul>
Social Studies	We will be focussing on the following Social Studies targets <ul style="list-style-type: none"> <li>• See IDL section</li> </ul>
Technologies Whole school STEM focus -	We will be focussing on the following technologies targets At my own level I can: <ul style="list-style-type: none"> <li>• Explore making bridges using construction through play activities</li> <li>• Problem solve with given materials to construction bridges – try and test</li> <li>• Develop independence with accessing a computer – switch on, log on with a password, log off, open a programme etc (with varying levels of support)</li> <li>• Develop knowledge across the curriculum using a range of programmes</li> <li>• Search for images using google by inserting key words.</li> <li>• Talk about how to be safe/respectful using technology</li> </ul>
Religious & Moral Education	We will be focussing on the following RME targets/link with meta skills At my own level I can: <ul style="list-style-type: none"> <li>• Respect the needs and feelings of others</li> </ul> We will use the 5 point scale and Emotion Works (our whole school wide resource) to support our emotional literacy development to help name our feelings and explore strategies that help us to regulate our emotions.

### Supporting learning at home:

Please practise our Scottish poem "The Dog and the Bone" (already sent home) The children will recite this for the competition. They will be supported where appropriate so please don't worry.

Homework will be issued on a Tuesday and be returned the following Monday.

P1/2 – will be predominantly using the home learning grid but other home learning may follow

Your child will bring home a Home Learning Grid, where they can select an activity to complete at home.

They will also have a reading book. We ask that your child's reading book comes with them to school **every** day, as they will be taking part in guided reading activities in school as well as at home.

- Children can practise their number bonds and times tables by playing [Hit the Button - Quick fire maths practise for 6-11 year olds](#)
- Encourage reading, watching and listening to a range of genres. Consider getting your child a library card and visiting our local libraries in Newport, St Andrews or Cupar. The mobile library visits Balmullo every fortnight on a Monday. [East-25.8.25-24.10.25.pdf](#)
- Share stories and encourage your child to Read for Pleasure as often as possible. Parents can also login to Oxford Owl for an excellent selection of e books [Free eBook library | Oxford Owl from Oxford University Press](#)

## Further Information:

Check out our school website for lots of useful information as well as our Parent Weekly Updates - [Balmullo Primary School](#)

In 2024, we reviewed our Relationship and Behaviour Policy in light of the United Nations Rights of the Child. We produced a Rationale, 'Our Behaviour Blueprint' and a children's version to support our approach and reinforce expected behaviours for adults and children. Click on the link to view [Our Positive Relationship and Behaviour Policy | Balmullo Primary School](#)

*'Be Friendly, Be Ambitious, Be Responsible, Show Respect'*

