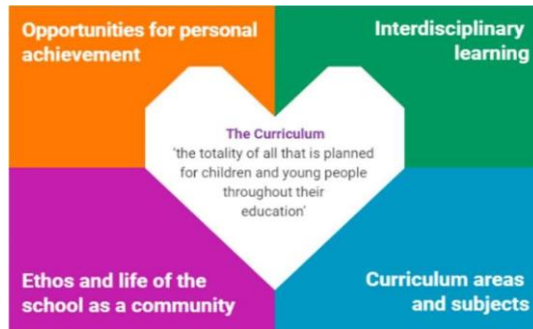


## Balmullo PS Learning Overview



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>Metaskills:</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 Metaskills which cover key life skills in Self-management, Social intelligence and Innovation. In class we plan to make metaskills explicitly visible and create opportunities for the children to recognise, understand and explore their metaskills 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>encouraging pupils to eat a healthy snack and drink more water.</b></p>
<p>Please email the school office with any news and a photo of personal achievements out with school: <a href="mailto:Balmullops.enquiries@fife.gov.uk">Balmullops.enquiries@fife.gov.uk</a> so this can be shared with the class/school and displayed on our school Achievement Wall.</p>	
Ethos and Life of the School as a Community	
<p>We are a Bronze 'rights committed' school – This term, we will continue our learning and understanding of the Rights of the Child, including <b>Article 24</b> '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 <b>Article 27</b> 'Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs'.</p> <p>Children will also continue to explore links to the other rights through their learning in class and at weekly assemblies.</p> <p><b>House Activities</b> – 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.</p> <p>We will again be hosting our <b>The Great Balmullo Bake Off!</b> 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</p>	

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)

Our class IDL topic this term is Scottish farming. We will also be looking at produce that is farmed abroad such as cocoa and bananas.

At my own level I can:

- identify why farming is important to the farming community and consumers.
- create a poster showing the journey from 'Farm to Fork'.
- understand and explain the reasons why certain foods are produced in different countries.

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### Curriculum Areas and Subjects:

Reading	<p>We will be focussing on the following reading targets:</p> <ul style="list-style-type: none"> <li>• I can identify the main ideas of a text and spoken text and use this to summarise what I have read.</li> <li>• I can visualise and demonstrate my understanding of the text in different ways.</li> <li>• I can relate information and ideas from a text to personal experiences, other texts or my wider knowledge.</li> </ul>
Writing – Explanation Texts	<p>We will be focussing on the following writing targets</p> <p>At my own level, I can:</p> <ul style="list-style-type: none"> <li>• link sentences using common conjunctions, for example, and, because, but or so.</li> <li>• create texts that explain why or how something is needed for purpose around our Scottish topic._</li> <li>• produce writing with three sequenced steps using time connectives.</li> <li>• create writing that shares feeling, experiences and ideas, writing in the present tense.</li> </ul>
Listening & talking	<p>We will be focussing on the following listening and talking targets</p> <ul style="list-style-type: none"> <li>• I can read and practise my chosen Scottish poem with expression and fluency in front of an audience.</li> <li>• I can listen to other people's ideas with respect and communicate my own.</li> </ul>
French (L2)	<p>We will be learning to</p> <ul style="list-style-type: none"> <li>• say my age in French</li> <li>• say when my birthday is in French</li> </ul>
Number, money & measure	<p>We will be focussing on the following number, money and measure targets</p> <ul style="list-style-type: none"> <li>• This term our focus will be on multiplication focusing and how to correctly arrange an array of objects or use repeated addition to solve problems.</li> <li>• We will also be focusing on division and how to equally group or use repeated subtraction to find our answers.</li> <li>• Our class will then move on to the topic of money and focus on recording money using a variety of coins, using money for purchases, and showing total change from our spending._</li> </ul>
Shape, position & movement	<p>We will be focussing on the following shape, position and movement targets</p> <ul style="list-style-type: none"> <li>• I can use positional, orientation and movement language to describe routes.</li> <li>• I can explore right angles and straight angles in relation to turns.</li> </ul>

	<ul style="list-style-type: none"> <li>I can use informal methods to estimate, compare, measure and describe the size of angles in the environment in relation to right angles and straight angles.</li> </ul>
Information handling	<p>We will be focussing on the following information handling targets</p> <ul style="list-style-type: none"> <li>I can interpret tables and bar graphs.</li> <li>I can display frequency data in (vertical and horizontal) bar graphs where one axis shows the whole numbers (0, 1, 2, 3, ...)</li> <li>I can label bar graphs with title, both axes labelled and appropriate scale which may be where one unit represents more than one data value.</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:</p> <ul style="list-style-type: none"> <li>I can explain to others the importance of a healthy diet and can give examples.</li> <li>I can create my own healthy menu.</li> <li>I can identify one food or drink advert and how it would influence my choices</li> </ul> <p><b>Meta-Skills Focus:</b></p> <ul style="list-style-type: none"> <li>We will be buddying up with P1/2 with P4 be taking a leadership role and teaching meta skills language through themed games to the younger children.</li> </ul>
Physical Education:	<p>We will be focussing on the following PE targets</p> <p>At my own level:</p> <ul style="list-style-type: none"> <li>I know that the features of a dance are steps and movements sequenced together and can perform to music.</li> <li>I can practise safely and accurately, passing and receiving a ball using a hockey stick.</li> <li>I can keep control of a ball using a hockey stick – dribble, pass, shoot, stop</li> <li>I can create a sequence of linked moves in gymnastics</li> </ul> <p>Our gym days this term are Monday and Thursday (<b>outdoor gym</b> day)</p> <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.</p>
Expressive Arts – Art, Drama, Dance and Music	<p>We will be focussing on the following expressive arts targets</p> <ul style="list-style-type: none"> <li>I can use my voice to portray different roles and different situations.</li> <li>I can use facial expressions to portray different roles and feelings.</li> <li>I can experiment with different textures (collage) to create a farming landscape picture.</li> <li>I can explore different patterns to create art inspired by the religious festival of Ramadan</li> </ul>
Science	<p>We will be focussing on the following science targets</p> <ul style="list-style-type: none"> <li>I know what energy is and the different forms it has.</li> <li>I can explore the different sources of energy (solar, wood, fossil fuel, wind, water)</li> <li>I know the difference between renewable and non-renewable energy and understand the impact they have on our planet.</li> </ul>

Social Studies	We will be focussing on the following Social Studies targets  Please see IDL section.
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>• use the engineering design process to solve a problem</li> <li>• investigate different ways to create a strong, stable structure</li> <li>• create a simple Powerpoint.</li> <li>• use PIVOT and other programmes to create simple animations.</li> </ul>
Religious & Moral Education	We will be focussing on the following RME targets At my own level I can: <ul style="list-style-type: none"> <li>• describe the key features and practises of Ramadan and Eid al-Fitr</li> <li>• explain the significance of the holy month of Ramadan and the closing celebration of Eid al -Fitr.</li> </ul>

### Supporting learning at home:

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

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'*

