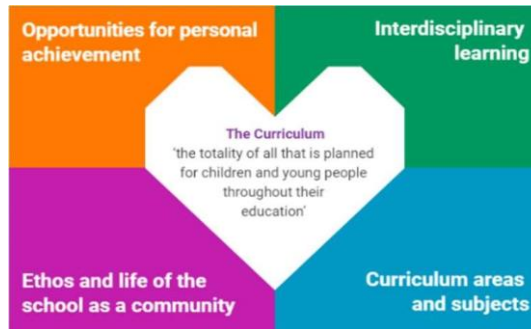


## Balmullo PS Learning Overview



### 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>creating and organising a sustainable fashion show.</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)

Our class IDL topic this term is **Sustainability**

We will be learning about sustainable energies by working alongside Dundee Science Centre's Learning Lab programme, which includes a free visit to the **Dundee Science Centre on Tuesday 10th February**. We will also be focusing on sustainable living through our class recycling unit. This will be used to support science activities, alongside the construction of costumes and fashion that will be displayed during 'Balmullo's TRASHion Show' later in the term. To support us with this we are looking for large cardboard boxes/packaging (such as plain Amazon parcels) and bottle/milk carton lids.

Our class novel this term is: **The Extraordinary Colours of Auden Dare** by Zillah Bethall. This book follows the story of a boy (who can't see in colour), living in a dystopian future in which water has become a costly luxury, causing friction between countries. Robots have taken over many occupations and technology is constantly surveillance humanity. Pupils will have plenty opportunity to reflect on water sustainability and technology development whilst accompanying Auden on his journey to make an important discovery.

## Curriculum Areas and Subjects:

Reading	<p>We will be focussing on the following reading targets</p> <ul style="list-style-type: none"> <li>• To recognise and use features of a nonfiction text to find information.</li> <li>• To build our reading fluency and comprehension by increasing our vocabulary and knowledge of common words.</li> <li>• To create and answer questions to show understanding of a non-fiction text.</li> <li>• To recognise the difference between fact and opinion language.</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>• Use interesting conjunctions to provide explanations and join clauses together.</li> <li>• Write with the purpose of explaining how/why a process works.</li> <li>• Write a balanced argument on a topic with supporting evidence.</li> <li>• Use colons and semicolons correctly.</li> </ul>
Listening & talking	<p>We will be focussing on the following listening and talking targets</p> <ul style="list-style-type: none"> <li>• To listen respectfully to the views of others and build on their ideas.</li> <li>• To listen to instructions and ask questions to clarify understanding.</li> <li>• To present independently and as part of a group to an audience.</li> </ul>
Spanish (L3)	<p>We will be learning to</p> <ul style="list-style-type: none"> <li>• Read, write and count numbers to 31.</li> <li>• To use basic greetings and discuss feelings.</li> <li>• Recognise basic vocabulary for the topics of: days, weather, months, colours, family and pets.</li> </ul>
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>• Recognise and explain decimal fractions to tenths and hundredths.</li> <li>• add and subtract decimal fractions to two decimal places using appropriate strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can understand and explain the relationship between decimal fractions and percentages.</li> <li>• I can use decimal fractions in real situations involving money and measurement.</li> <li>• I can solve word problems using a suitable operation and explain my thinking.</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>• I can identify, measure and draw angles using appropriate tools.</li> <li>• I can discuss angles using appropriate mathematical language.</li> <li>• I can recognise angles in my environment.</li> </ul>
Information handling	<p>We will be focussing on the following information handling targets</p> <p>At my own level I can:</p> <p><i>Not explicitly taught this term</i></p>
<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> <p><b>Food and the Consumer</b></p> <ul style="list-style-type: none"> <li>• To understand the journey which foods make from source to consumer, their seasonality, local availability and their sustainability.</li> <li>• To recognise the influence of factors such as food sources, finance, culture and religion.</li> </ul> <p><b>Emotion Works</b></p> <ul style="list-style-type: none"> <li>• To investigate different media using the Emotion Work cogs.</li> </ul> <p><b>Meta-Skills Focus: Innovation</b></p> <ul style="list-style-type: none"> <li>• To develop our critical thinking and curiosity through STEM.</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>• In badminton, I can serve, use forehand and backhand shots and control height and direction of the shuttle.</li> <li>• I can move around the court effectively to play shots.</li> <li>• I can apply simple rules and scoring in a badminton game.</li> </ul> <p>This term, Marion Paton, who has expertise in badminton, will be joining us on Mondays, to deliver badminton sessions to Primary 5/6. Outdoor P.E kit is not required for these sessions.</p> <p>Our gym days this term are Tuesday (<b>outdoor gym day</b>) and Wednesday.</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> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• I can use shape and colour to develop my understanding of the visual elements and create artwork that shows my ideas and feelings.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use voice, movement and facial expression to create and perform a character.</li> <li>• I can use an instrument to perform music with accuracy and expression, using simple music notation.</li> </ul>
Science	<p>We will be focussing on the following science targets</p> <ul style="list-style-type: none"> <li>• To identify the energy sources, how energy is transferred and ways of reducing wasted energy.</li> <li>• To suggest ways, we can reduce our own energy use and live more sustainably.</li> <li>• To apply knowledge of how water changes state and understand the processes involved in the water cycle over time.</li> <li>• To engage reflectively in science investigations.</li> </ul>
Social Studies	<p>We will be focussing on the following Social Studies targets</p> <ul style="list-style-type: none"> <li>• To identify how human activity impacts our planet.</li> <li>• To suggest ways in which people can live in a more environmentally responsible way.</li> <li>• To share knowledge about the impact of different transport on the environment either verbally or in writing.</li> </ul>
Technologies Whole school STEM focus – The Engineering Design Process	<p>We will be focussing on the following technologies targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.</li> <li>• Sketch, plan and execute designs when working towards a given brief.</li> <li>• Measure accurately using the correct units and tools when using a range of methods to join materials.</li> <li>• Reflect on my strengths and development needs during STEM challenges.</li> </ul>
Religious & Moral Education	<p>We will be focussing on the following RME targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Discuss ways in which my own values can affect actions.</li> <li>• Discuss and express views about the importance of values such as honesty, respect and compassion, making links to our own school values and The Rights of the Child</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'*

