

## Balmullo PS Learning Overview



Opportunities for Personal Achievements	
<p><b>Outdoor Learning:</b>  <a href="#">Natural Connections   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-frame work.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>organising a sustainable fashion show.</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.</p>	

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 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 surveilling humanity. Pupils will have plenty of opportunity to reflect on water sustainability and technology development whilst accompanying Auden on his journey to make a very 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 the difference between fact and opinion language.</li> <li>● To use features of non-fiction texts to find information.</li> <li>● To build our reading fluency and comprehension by increasing our vocabulary.</li> <li>● To create and answer questions to show understanding of a non-fiction text.</li> </ul>
Writing Explanation & Discursive	<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.</li> <li>● Write with the purpose of explaining why / how a process works.</li> <li>● Write a balanced argument on a topic with supporting evidence.</li> <li>● Use colons and semicolons throughout our writing.</li> </ul>
Listening & talking	<p>We will be focussing on the following listening and talking targets</p> <p>At my own level, I can:</p> <ul style="list-style-type: none"> <li>● Listen to instructions and ask questions to clarify understanding.</li> <li>● Contribute to group discussions.</li> <li>● 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 <u>Time and Money</u></p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Carry out money calculations involving the four operations.</li> <li>• Use the terms profit and loss in buying and selling activities and can make simple calculations for this.</li> <li>• Estimates the duration of a journey based on knowledge of the link between speed, distance and time.</li> <li>• Calculates durations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation.</li> </ul>
Shape, position & movement	<p>We will be focussing on the following shape, position and movement targets <u>Area, Perimeter, Angles</u></p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Find the area and perimeter of different shapes using a given formula.</li> <li>• Use knowledge of complementary and supplementary angles to calculate missing angles.</li> <li>• Uses knowledge of the link between the eight compass points and angles to describe, follow and record directions.</li> </ul>
Information handling	<p>We will be focussing on the following information handling targets</p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Create charts and tables to display results from scientific investigations.</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> <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 analyze different media using the Emotion Work cogs.</li> </ul> <p><b>Meta-Skills: 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><b>Football and Netball</b></p> <p>At my own level I can:</p> <ul style="list-style-type: none"> <li>• Demonstrate increasing control when travelling with the ball, and when passing or receiving the ball.</li> <li>• Recognise the importance of rules within a sport.</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain the impact sports can have on our physical and mental wellbeing.</li> </ul> <p>Our gym days this term are: Tuesday (<b>outdoor gym</b> day) and Thursday</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>● Perform a Scottish dance as part of a whole school celebration.</li> <li>● Recite poetry with expression and intonation.</li> <li>● Use 3D materials such as wool for a purpose</li> <li>● Use line, shape, colour and form to create patterns with a design purpose.</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 they are transferred and ways of reducing wasted energy.</li> <li>● To suggest ways in which we can reduce our own energy use and live more sustainably.</li> <li>● To apply knowledge of how water changes state to 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 impacts of human activity on the environment.</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 the various types of 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>● Measures accurately using appropriate 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>● Identify different qualities and beliefs that are important to me.</li> <li>● Investigate a charity or organisation that's purpose is to support others.</li> <li>● Name a few non-religious beliefs and their core principles and values.</li> </ul>

## Supporting learning at home:

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

**This term, P6/7 are being asked to work on a personal project, aligning with their focus on non-fiction text features (details to follow).** They will also have a reading book and spelling words to practice. 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](#)
- **Primary 6/7 have logins for Duolingo Education (French), Sumdog (Numeracy), and Canva (Technology/Art) and can access these at home for further independent studies.**

### 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'*

