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**Canongate Primary School - Learning Letter Term 3 2024**

Dear Parent/Carer,

As part of our home/school partnership, we are aware that parents would like to know what their child(ren) are learning in school. Please use our ‘Learning Letter’ to discuss your child’s learning with them.

Please find an overview below of the areas they will be looking at this term. These are the overarching ‘Learning Intentions’ for the whole class for the term. Individual children’s targets may differ slightly based on need. Please don’t hesitate to contact the school if you have any queries or if there is something you feel you could support us with.

Mrs Scanlon P 7

**Learning:**

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| **Reading** | * We are learning about William Shakespeare -In groups, explore his life story and read a variety of his plays.
* We are learning about key characters, when reading a range of play scripts and sharing our thoughts with others.
* We are reading our class novel – ‘The Titanic Detective Agency’ by Linsay Littleson (‘Workshop for Literacy’ approach to explore setting, plot, characters and vocabulary).- Link to our P7 Assembly.
* We are learning to identify the different strategies to help understand unfamiliar texts, context clues, looking at grammar, punctuation, expression, tone, and layout- Linking to selected Scottish poems.
* We are learning to build on our comprehension reading skills using the ‘Stile’ programme and explore ‘Non- fiction’ texts, where different styles of questions are used .
* We are learning to use our dictionary and thesaurus skills to enhance our vocabulary and reading knowledge.
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| **Writing** | * We are learning to create persuasive/discursive pieces, using planning strategies, visual stimulus, exploring ideas and feelings and discuss language on how to persuade and argue our points.
* We are learning to link literacy key elements of ‘Questioning’, ‘Character Development’, ‘Plot planner’ and ‘Prediction’ when reading through our class novel – ‘The Titanic Detective Agency’ by Lindsay Littleson, group novel studies and aspects of Scottish poems.
* We are learning to use aspects of grammar – Nouns/verbs/adjectives/figurative language/key vocabulary and set tense rules to enhance our Quality Improvement writing.
* We are learning to use key spelling programmes/resources to enhance our understanding of word development and spelling rules/patterns to improve our vocabulary and sentence structures.
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| **Listening & Talking** | * We are learning to demonstrate, contribute/respond to others when discussing key areas and reading aloud in groups- Exploring Shakespeare style language.
* We are learning to question and answer others focusing on confidence and relevance.
* We are learning to self/peer assess others during talks, assessments and performances.
* We are learning to discuss use of eye contact, body language, pace, gesture, and emphasis – Linking to selected Scottish poems/P7 Assembly – Titanic and class debates and mini performances of plays written by William Shakespeare.
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| **Numeracy** | * We are learning to understand the relationship between fractions, decimals, and percentages.
* We are learning to focus on aspects of Place Value, to help support understanding of number formation, sequence numbers using decimal strategies and recognise the importance of ‘zero’ when counting on/back.
* Money: We are learning to use mental/written methods to investigate percentage of amounts, confidently convert numbers of known fractions. Recognise profit/loss when problem-solving and plan simple money saving tasks when having a set budget.
* We are learning to use a range of resources to apply/improve our mental maths (Stile, outside activities, learn it’s/Clics and Bingo based games). Continuing to focus on 2- 12 times tables, linking with strategies with ‘Fact Families’.
* Time: We are learning to explore duration using a range of resources such as timers, stop watches and estimation to work out duration with seconds, minutes and hours.
* We are learning to collect, organise, display, and interpret information using bar, frequency, and line graphs. Create a simple data base and form relevant questions for class surveys.
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| **Science S.T.E.M** | * We are developing our knowledge of the world of work by learning about engineers and engineering.
* We can build our problem-solving, creativity and persuasive writing skills by taking part in a schools STEM competition ‘If you were an engineer, what would you do?’
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| **Health & Wellbeing incl.****P.E.** | * We are learning about Aesthetics – Gymnastics and Dance (Scottish and Creative styles). Focusing on balance and core strength, body and position, flexibility, confidence, and timing.
* We are learning to perform sequences/routines using creativity, be a good audience and focus on key movements in an appropriate space.
* We are continuing to enhance our strength and stamina by running the mile, building on certain running skills and techniques to increase heart rate and work key muscles.
* Building Resilience Unit 2 – Keeping connected – We are learning about friendships, relationships and how we are connected to those who make an impact on our journey. We will be using key tasks such as the ‘Relationship Web’ and a ‘Graffiti Wall’ to demonstrate pupil responses and ideas towards how this is strongly linked to Resilience.
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| **RME** |  |
| **Expressive Arts****(Music, Art and Drama)** | * **Drama: Titanic Assembly:**
* Primary 7 are preparing for their final main assembly, based on facts and ideas around the tragedy. Pupils will be learning to read and memorise their scripts, work on stage cues and perform to an audience.
* Debates: We are learning to research, plan and write in a discursive manner and use our debating skills to share our thoughts and ideas in class as an individual and as part of a group.
* **Music:**
* We are learning to continue with our **Charanga** skills and progress through certain styles of music, composers and musical instruments to become more confident with musical knowledge and display our pieces.
* **Art:**
* We are learning to use tone, shape and colour when drawing, painting and making art pieces that show contrast and more complexity. (Linking to Chinese New Year- Dragon/iconic images -3D and optical illusions.)
* We are learning to build our own mini models of a space/area using miniature details and transformations -Links to STEM
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| **Digital Literacy/Technology** | * We are learning to use various platforms such as Lumino, Canva and Sways to enhance computer skills and allow pupils to edit/manipulate their documents to ‘up level’ their designs/ideas.
* We are learning to build on our research skills when exploring key facts and information to highlight the skills of how to reference and ‘site’ ideas found to support various studies in class.
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| **French** | * .
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| **Outdoor Education** | * We are learning to use natural space around us to play team games to support key communication skills.
* We are learning to work as a team and work on our survival skills in all weathers.
* Using basic materials, we are learning to build simple things that could be use outdoors.- STEM
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**Important Class Information:**

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| **Everyday Requirements** | * Warm and waterproof jacket for outdoor play and learning experiences.
* A change of shoes e.g. bring indoor shoes for in class.
* Large, full water bottle refreshed daily.
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| **P.E. Days** | * Wednesdays and Fridays
* (Other days, may be practising running the mile/mini games before lessons).
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| **P.E. Kit Requirements** | * Indoor: dark shorts/joggers/leggings, short sleeved t-shirt and indoor trainers.
* Outdoor: long dark joggers/leggings/ warm jumper/ t-shirt or school polo shirt/hoodie/ outdoor trainers. (Change of clothes e.g. school uniform or waterproofs for poor weather.)
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| **Outdoor Education Days** | * Forest Day/Outdoor Education Day - Fridays sometimes with P1 Buddies
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| **Outdoor Kit Requirements** | * Warm & waterproof jacket and suitable outdoor shoes/change of shoes and a change of clothes and/or waterproof trousers.
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| **Homework Schedule** | * N.B. Homework folders and entire contents should live in children’s bags at all times except when being used. They are required EVERY DAY in school for various tasks e.g. spelling work/entering spelling/reading/entering homework slips/transfer of important letters.
* **Spelling/Vocabulary** – Tasks out Thursday due in Tuesdays –(Spelling tests)
* **Reading tasks** – Out Thursday Due in on the Following Wednesday.
* Sumdog- Numeracy, IDL and Readtheory – set weekly Mondays-Fridays for Pupils to complete
* Building Resilience Homework – Keep Connected- Due in on Tuesday 23rd January
* Scottish Poems- Pupils are to learn one out of the three set poems off by heart- to present in class. If pupils wish to enter the ‘Burns Competition’, Judges will be in to listen on Friday 26th January.
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| **Class Behaviour Strategies** | * Have you bean good?’ – Bean Jar.
* House point system.
* Daily voting system for class V.I.P
* Time to talk
* Relaxing windows/calm music for focus times.
* New for Learning- ‘LOL – Linking Our Learning cubes’ independent learning guides in class.
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| **Adults in Our Class** | * PSA – Mrs Williams
* PSA – Mrs Farragher
* PSA – Mrs Burns
* NCCT – Mrs Armstrong/Mrs Hogbin
* SFL – Ms Shields
* Mrs Sturrock – Topic/PE
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| **Visits & Visitors & How You Could Help Us** | * Mr Weir – Chanter teacher
* Abby Cant- Parent volunteer
* Chloe Percy – Parent volunteer
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| **Dates For the Dairy** | * Friday 26th January – Burns poem Competition
* Friday 2nd February – P4-7 Scottish Afternoon
* In-set day Wednesday 14th February
* School holidays Thursday 15th & Friday 16th February – Return on Monday
* For pupils involved with Glee Show Choir – Monday 26th February – Details to follow.
* Parent’s Nights -TBC
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