



## Canongate Primary School - Learning Letter Term 4 2024/25



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.

***Miss Mason and P3***

### Learning:

<b>Reading</b>	<ul style="list-style-type: none"><li>• This term we will be engaging in a variety of fiction and non-fiction texts related to our Science topic.</li><li>• We are learning to demonstrate some fluency in reading.</li><li>• We are learning to read aloud with expression.</li><li>• We are learning to be able to read our own writing out loud.</li><li>• We are working on our reading comprehension skills to better our understanding of texts.</li><li>• We are learning to recognise different types of punctuation while reading.</li><li>• We are learning to read independently for 15 minutes (Drop and Read).</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• We learning to write an imaginative story. (following a plan, character, setting, etc.)</li><li>• We are learning to write a news article.</li><li>• We are learning to identify and use alliteration for example in a newspaper article headline.</li><li>• We are learning to identify and use speech marks.</li><li>• We are learning to use phonetically plausible strategies to spell or attempt to spell unknown words.</li><li>• We are learning to extend our use of vocabulary.</li><li>• We are learning to use a variety of adjectives in our writing.</li><li>• We are learning to start our sentences in a variety of ways (First, Then, Next, After, Finally, Eventually, After a while).</li><li>• We are learning to use common conjunctions in our writing (e.g. and, but, because, so).</li><li>• We are learning to write letters mostly correct sized and spaced out correctly.</li><li>• We are learning to use capital letters and full stops on more than one sentence.</li><li>• We are learning to neatly present our writing.</li></ul>

<b>Listening &amp; Talking</b>	<ul style="list-style-type: none"> <li>• We are learning to ask and respond to different types of questions to show understanding of the main ideas of the text.</li> <li>• We are learning to offer some relevant contributions to a group/class discussion.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• We learning to use a variety of multiplication and division strategies (repeated addition, equal groups, array patterns, skip counting). (2,5 and 10 times table)</li> <li>• We are learning to use fractional words (one half, third, quarter etc.) appropriately in describing and comparing things.</li> <li>• We are learning to count orally in fractional amounts with pictures to support tracking.</li> <li>• We are learning to order concrete representations of simple fractions from smallest to largest and vice versa.</li> <li>• We are learning to link the action of sharing into a number of equal portions with the language of unit fractions.</li> <li>• We are learning to separate objects and collections into equal parts to compare unit fractions</li> <li>• We are learning to explore the way that equal sized fractional parts can look different.</li> <li>• We are learning to count orally in fractional amounts such as thirds and quarters with pictures to support tracking.</li> <li>• We are learning to explore the concept of equivalence.</li> <li>• We are learning to summarise data in diagrams.</li> <li>• We are learning to summarise data based on tallying.</li> <li>• We are learning to interpret straightforward tables.</li> <li>• We are learning to make quickly produced 'working' graphs to explore data.</li> <li>• We are learning to display frequency data in (vertical and horizontal) bar graphs where one axis shows the whole numbers (0, 1, 2, 3, ...)</li> <li>• We are learning to read frequencies from a bar graph with non-unitary scales and describe the data.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• We are learning to investigate forces (e.g. push, pull, squash, squeeze, twist) on toys and other objects, I can predict the effect on the shape or motion of objects.</li> <li>• We are learning to explore the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game.</li> <li>• We are learning to observe and record the sun and moon at various times, I can explain their patterns of movement and changes over time.</li> </ul>
<b>RME (with Mrs Nixon)</b>	<ul style="list-style-type: none"> <li>• We are learning about Catholic beliefs by exploring the purpose of mission work, investigating ceremonies, and discussing Scottish Catholic schools. We will also be exploring a bible story to learn about the key values of Christianity.</li> </ul>
<b>Health &amp; Wellbeing incl. P.E.</b>	<ul style="list-style-type: none"> <li>• We are learning to develop skills and techniques and improving my level of performance and fitness (Athletics).</li> <li>• We are learning to follow and understand rules and procedures, recognise and can adapt different roles. (Striking and fielding games, Tennis).</li> <li>• We are learning to recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. (Striking and fielding games).</li> <li>• We are learning to know what we can do when someone says unkind things.</li> </ul>

	<ul style="list-style-type: none"> <li>• We are learning to know when to get help from an adult.</li> <li>• We are learning to share our feelings with other people.</li> <li>• We are learning to work with others to sort out problems, even when things don't go my way.</li> <li>• We are learning to apologise and be willing to repair relationships.</li> <li>• In RSHP we are learning that my family/all our families are different.</li> <li>• In RSHP we are learning about our feelings and safety in different situations.</li> <li>• In RSHP we are learning to understand how we are similar and different.</li> <li>• In RSHP we are learning to talk about why keeping clean/hygiene is important to health. Further information can be found here <a href="https://rshp.scot/first-level/">https://rshp.scot/first-level/</a> Letter to be sent out from the office too. Lessons beginning w/c 19th May.</li> </ul>
<b>Expressive Arts (Music, Art and Drama)</b>	<ul style="list-style-type: none"> <li>• We are learning to follow the design process by creating our own design solutions to 'problems' we have identified in our everyday lives. As part of this we will be learning to sketch our design ideas and share them with our class.</li> <li>• We are learning to sing in tune and to a beat.</li> <li>• We are learning to use our voices to create a musical idea.</li> </ul>
<b>Digital Literacy/Technology</b>	<ul style="list-style-type: none"> <li>• We are learning to use a range of applications and websites such as Clicker 7, Sumdog and TopMarks to support with literacy/numeracy skills.</li> <li>• We are learning to demonstrate an understanding of the different functions of a browser and search engine.</li> <li>• We are learning to confidently navigate search engines to support our learning.</li> <li>• We are learning to recognise what should and shouldn't be searched for on the internet.</li> <li>• We are learning to locate and open applications on a range of devices independently.</li> <li>• We are learning to explore how to read code as part of an algorithm.</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• We are learning to use classroom instructions, as part our daily routines.</li> <li>• We will be learning to extend our spoken sentences and, in doing so, we will be revisiting previous learning to build our confidence in listening and talking. As part of this we will be discussing the weather, our favourite colours and seasons, numbers to 20 (and beyond) and days of the week.</li> </ul>
<b>Outdoor Education</b>	<ul style="list-style-type: none"> <li>• We are learning to develop our team work, communication and exploration skills through visits to the forest.</li> <li>• Following Fife's Natural Connection's programme, we will be focussing on the following 3 elements this term: working together, finding your way and discovering nature.</li> <li>• We are learning to assess risk and to keep ourselves safe when travelling and working outdoors.</li> </ul>

#### **Important Class Information:**

<b>Everyday Requirements</b>	<ul style="list-style-type: none"> <li>• Warm and waterproof jacket for outdoor play and learning experiences.</li> <li>• A change of shoes e.g. bring indoor shoes for in class.</li> <li>• Large, full water bottle refreshed daily.</li> </ul>
<b>P.E. Day</b>	<ul style="list-style-type: none"> <li>• <b>Tuesday and Thursday</b></li> </ul>

<b>P.E. Kit Requirements</b>	<ul style="list-style-type: none"> <li>Indoor: dark shorts/joggers/leggings, short sleeved t-shirt and indoor trainers.</li> <li>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.)</li> </ul>
<b>Outdoor Education Days</b>	<ul style="list-style-type: none"> <li>Forest Day/Outdoor Education Day <b>Friday (not every week will be notified on Seesaw when we are going).</b></li> <li>Sensory Garden Day - Thursday</li> </ul>
<b>Outdoor Kit Requirements</b>	<ul style="list-style-type: none"> <li>Warm &amp; waterproof jacket and suitable outdoor shoes/change of shoes and a change of clothes and/or waterproof trousers.</li> </ul>
<b>Homework Schedule</b>	<ul style="list-style-type: none"> <li>Spelling/Numeracy/Other - <b>Out <u>Thursday</u> returned <u>Tuesday</u>.</b></li> <li>Reading – depending on reading group e.g. Tuesday – Tuesday, Wednesday-Wednesday, Thursday-Thursday.</li> <li>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.</li> <li>Please note – Homework tasks are available to view on Seesaw each week.</li> </ul>
<b>Class Behaviour Strategies</b>	<ul style="list-style-type: none"> <li>House Points</li> <li>Table Points</li> </ul>
<b>Adults in Our Class</b>	<ul style="list-style-type: none"> <li>PSAs – Mrs Dracup, Mrs Burns, Mrs McNeil, Mrs Saunders, Mrs Fowler</li> <li>NCCT teacher – Mrs Nixon (Friday morning)</li> </ul>
<b>Visits &amp; Visitors &amp; How You Could Help Us</b>	<ul style="list-style-type: none"> <li>Do you have an expertise in any of the areas we will be learning about in the class this term? It would be great to hear from you!</li> <li>We are hoping to visit the forest more this term, if you can spare 1 hour on a Friday afternoon to support us on our visits, please let me know on Seesaw, thank you!</li> </ul>
<b>Dates For the Dairy</b>	<ul style="list-style-type: none"> <li>Thursday 24<sup>th</sup> April – Tennis Session (5-week block)</li> <li>Monday 5<sup>th</sup> May – Holiday</li> <li>Monday 12<sup>th</sup> – Friday 16<sup>th</sup> May – Sports Week</li> <li>Thursday 15<sup>th</sup> May – Sports Day, more details to follow</li> <li>Friday 16<sup>th</sup> May – Colour Run</li> <li>Monday 2<sup>nd</sup> June – Holiday</li> <li>Tuesday 3<sup>rd</sup> June – In-Service Day</li> <li>Thursday 12<sup>th</sup> June – back up Sports Day</li> <li>Monday 16<sup>th</sup> June – Family Picnic</li> <li>Wednesday 2nd July - 9:30am – End of Term Service, St Marks Church</li> <li>Thursday 3<sup>rd</sup> July – Last day of Term 4, last day of P3</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Monday 18<sup>th</sup> August – In-service Day</li><li>• Tuesday 19<sup>th</sup> August – In-Service Day</li><li>• Wednesday 20<sup>th</sup> August – Return to school</li></ul> |
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