



Canongate Primary School - Learning Letter P6 Term 2 2025/26



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 P6

Learning:

Reading	• We are learning to apply a range of reading skills and strategies to read and understand texts; skimming, scanning, predicting, clarifying and summarising. We will use these skills to answer 'Literacy Key' for 'Literacy Circle' tasks. • We are reading our class novel – 'The Boy at the Back of the Class' ('Workshop for Literacy' approach to comprehension). • We are learning to answer comprehension questions by giving full answers. • We are learning to extend our vocabulary by finding out the meaning of words from our class novel/group reader/theme/other learning.
Writing	• We are learning to create exposition and discussion texts using our class novel and theme as inspiration. • We are learning to use a range of punctuation in our writing for example capital letters, full stops, finger spaces, commas, speech marks, exclamation marks, question marks – which is mainly accurate. • We are learning to use sentences of a range of lengths – simple, compound and complex. • We are learning to link sentences using a range of conjunctions (e.g. also, in addition, another). • We are learning to use a range of openers in our sentences (e.g. first, next, secondly, then, after that, furthermore).
Listening & Talking	• We are learning to engage in discussion, demonstrating that we value others' contributions through listening and responding with respect.

	• We are learning to develop our confidence when engaging with others within and beyond the classroom, communicating in a clear and expressive way.
Numeracy	• We are learning to solve addition and subtraction problems by using a jump strategy across the decade. • We are learning to solve addition and subtraction problems by using a place value strategy (split strategy). • We are learning to solve addition and subtraction problems using a rounding and compensation strategy. • We are learning to use a split strategy to add and subtract decimals to one decimal place, using standard place value partitions. • We are learning to add and subtract decimal numbers by using a rounding and compensating method. • We are learning to recall multiplication with tens, hundreds and thousands. • We are learning to solve multiplication problems involving whole numbers and two-digit numbers. • We are learning to multiply and divide whole numbers and decimal fractions with at least 2 decimal places mentally by 10, 100 and 1000. • We are learning to represent measurements using decimal and fraction notation. • We are learning to calculate the perimeter of a simple, straight sided 2D shape explaining the method used. • We are learning to draw squares and rectangles with a given perimeter. • We are learning to calculate the area of a 2D shape explaining the method used. • We are learning to calculate the volume of a 3D object explaining the method used. • We are learning to read and interpret scales on a range of appropriate measuring devices. • We are learning to convert between related units of measure. • We are learning to create nets using 3D objects as a template. • We are learning to recreate a skeleton of a prism or pyramid from a given set of measurements. • We are learning to use the terms circumference, diameter and radius to accurately describe parts of a circle. • We are learning to match prisms and pyramids with nets by considering the number and shape of faces and the properties of each. • We are learning to use cubes to create models which match diagrams. • We are learning to identify corresponding faces on a net from a given model without folding the net.
Social Studies	Our theme this term is discrimination, prejudice. We are going to compare/contrast lifestyles/cultures. • We are learning to select appropriate evidence and use it to research a social issue. • We are learning to use evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives. • We are learning to discuss in any form at least three issues related to cultures, values and customs in our society. • We are learning to compare and contrast the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. • We are learning to describe the pros and cons of using Fairtrade products.

Science	• We are learning to demonstrate an understanding of the law of conservation of energy by giving examples of Energy transformation / transference e.g. chemical energy in a battery is converted into electrical energy which is then converted by a bulb into light and heat energy. • We are learning to give examples of potential and kinetic energy. • We are learning to identify types of energy transfers and transformations in everyday appliances. • We are learning to research non-renewable sources of energy and discuss how these are used in Scotland today. • We are learning to discuss the advantages and disadvantages of using non-renewable energy sources. • We are learning to research the uses of renewable energy and express an informed opinion on the issues surrounding renewable energy.
RME	• We are learning to investigate creation stories from some of the major world religions.
Health & Wellbeing incl. P.E.	• We are learning to practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness, through Hockey and Running. • We are learning to encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. • We are learning to work and learn with others, improve my range of skills, demonstrate tactics and achieve identified goals. • Building Resilience Unit 9 'Look on the Bright Side'
Expressive Arts (Music, Art and Drama)	• We are learning to create images and objects which show my awareness and recognition of detail. • We are learning to be inspired by a range of stimuli, we can express and communicate our ideas, thoughts and feelings through activities within art and design. • We are learning to experience the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. • We are learning to sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.
Digital Literacy/Technology	• We are learning to discuss the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. • We are learning to identify appropriate ways to report concerns. • We are learning to understand the importance of using strong passwords. • We are learning to store, share and collaborate using an online cloud-based service for example GLOW or other platforms.
French and Spanish	• We are learning to discuss our emotions and have conversations about how we are feeling. • We are learning to use the verb 'to have', 'to eat', 'to like' and 'to play.' • We are learning to explore simple songs and rhymes and enjoy learning with others as we talk and listen together.

	• We are learning to participate in familiar collaborative activities including games, paired speaking and short role plays. • We are learning to use our knowledge about language and pronunciation to ensure that others can understand us when we read aloud or say familiar words and phrases.
Outdoor Education	• We are learning to use a range of resources to problem-solve and use our team building skills in different environments, this term we are focusing on fire building and safety. • We are learning to collect and use natural resources to form different aspects of environmental art. • We are learning to link movement/coordination with a range of obstacles, allowing time to problem-solve, show initiative when moving at different levels and adapt when using the whole body. Garden Development (Active Afternoons with Mrs Corns): • By visiting the Botanic Gardens and improving our school garden, I am learning to contribute my views and time to play a part in bringing about positive change in my school and community. • By growing our own food in the school garden, I am increasing my knowledge and understanding to suggest ways in which I can reduce energy use and live more sustainably. • By sowing seeds for our school garden, I can investigate and explain how a seed germinates into a plant using water, oxygen, a food store and warmth.

Important Class Information:

Everyday Requirements	• Children can wear dark trainers any day – school shoes are not required unless you prefer them. • We would recommend that the best option is for children to have - two pairs of trainers or trainer style shoes - one for inside to remain dry and clean and one for outside. • Children should have a waterproof coat in school at all times for all experiences. • Teachers will use discretion as to when to change shoes to protect the carpets and gym hall floor, especially in dry weather. Outdoor are required for 'Running the Mile', playing in inclement weather and outdoor P.E. e.g. children cannot run the mile in wellies/Crocs/plimsoles so trainers that can get muddy would suit all of these experiences.
P.E. Day	• Tuesday
P.E. Kit Requirements	• Top: White or blue polo shirt daily, with a royal blue school sweatshirt/cardigan (without school logo acceptable/iron on logos available in the office £2). This is also suitable on a P.E. day. • Bottoms: Grey/black trousers or skirts, or plain black/navy leggings, joggers, or shorts (no stripes/logos). • Some people may prefer other items of uniform e.g. Gingham dresses, these are also welcomed but not on P.E/Outdoor Education days. • On P.E. days, leggings/joggers/shorts are preferred and should be worn as uniform with no need to change.

Outdoor Education Days	• Forest Day/Outdoor Education Day – Monday. We will not be going to the Forest every week, children will be notified in advance and also via a Group call message of when we are going to the forest. • Active Afternoons Friday – children should come prepared with a coat and outdoor footwear as they may be visiting the Botanic Gardens, taking part in activities in the school garden and outdoor learning in the playground. • Usual P.E. clothes are fine unless it's very muddy – then a change of clothes and warmer top may be needed. • Children should have a waterproof coat in school at all times for all experiences. • Wellies/waterproofs are available in school, but children can bring their own. Outdoor trainers may be fine in good weather
Homework Schedule	• Spelling/Vocabulary/Numeracy/Other - Out <u>Thursday</u> returned <u>Tuesday</u>. • Reading/Literacy Circle – one week return Thursday – Thursday • 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.
Class Behaviour Strategies	• House Points
Adults in Our Class	• PSAs – Mr Spencer, Mrs Saunders, Mrs Dracup • NCCT – Mrs Redfern • Chanter – Mr Weir • Active Afternoons – Mrs Scanlon (P7) and Mrs Corns (P5) • SFL – Ms Shields • University of Dundee PGDE Student – Miss McIntyre • University of St Andrews ID4001 Student – Miss Moen
Visits & Visitors & How You Could Help Us	• 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! • If you can ever accompany us to the forest this term, please let me know. We cannot go to the forest unless we have at least 1 volunteer.
Dates for the Dairy	• Monday 27th October – First day of Term 2 • Thursday 30th October – Halloween Disco • Monday 3rd November – University of St Andrews Teddy Bear Hospital Visit • Monday 3rd November – Cluster Basketball Event (selected team) • Wednesday 5th November – St Leonards Football and Hockey Event (selected teams) • Monday 10th November – start of Anti-Bullying Week • Friday 14th November – In-service Day, no school for children

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| | <ul style="list-style-type: none">• Monday 17th and Tuesday 18th November – Voices for Equality Workshop in class• Tuesday 25th November, after school – Instrumental Concert in Bookery• Wednesday 26th November – Transforming Learning Meeting for Parents at Lawhead• Tuesday 2nd December – Scripture Union Christmas Story Workshop in class• Wednesday 3rd December, Afternoon – Byre Theatre Pantomime, Aladdin• Wednesday 10th December, Morning – Transforming Learning, I-pad deployment, children will be given their I-pads.• Wednesday 10th December, Afternoon – Christmas Fair• Thursday 11th December – Christmas Lunch• Wednesday 17th December, Afternoon – Christmas Party• Wednesday 17th December – Santa’s Grotto• Friday 19th December, 2:15pm – Christmas Sing-along• Friday 19th December – Last day of Term 2• Monday 5th January 2026 – First day of Term 3, return to school |
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