



## Canongate Primary School - Learning Letter P6 Term 3 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:

<b>Reading</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• We are reading our class novel – 'Running Wild' ('Workshop for Literacy' approach to comprehension).</li><li>• We are learning to answer comprehension questions by giving full answers.</li><li>• We are learning to extend our vocabulary by finding out the meaning of words from our class novel/group reader/theme/other learning.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• We are learning to create texts in response to books, films, pictures, etc.</li><li>• We are learning to create recount texts summarising an event, for example.</li><li>• 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.</li><li>• We are learning to use sentences of a range of lengths – simple, compound and complex.</li><li>• We are learning to link sentences using a range of conjunctions (e.g. also, in addition, another).</li><li>• We are learning to use a range of openers in our sentences (e.g. first, next, secondly, then, after that, furthermore).</li></ul>
<b>Listening &amp; Talking</b>	<ul style="list-style-type: none"><li>• We are learning to engage in discussion, demonstrating that we value others' contributions through listening and responding with respect.</li></ul>

	<ul style="list-style-type: none"> <li>• We are learning to use eye contact, volume and visual prompts to deliver our Burns Poems.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• We are continuing to work on calculations involving the 4 operations of addition, subtraction, multiplication and division.</li> <li>• We are learning to use the 'divisibility' rule to determine if a number is a multiple of a particular times table.</li> <li>• We are learning to explore the patterns and relationships in multiplication and can investigate and identify multiples and factors of numbers.</li> <li>• We are learning to recall multiplication with tens, hundreds and thousands.</li> <li>• We are learning to solve multiplication problems involving whole numbers and two-digit numbers.</li> <li>• We are learning to read and interpret a variety of timetables.</li> <li>• We are learning to use and interpret electronic and paper-based timetables and schedules to plan events and activities and make time calculations as part of my planning.</li> <li>• We are learning to carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.</li> <li>• We are learning to use simple time periods, we can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.</li> <li>• We are learning to read and convert 12 hour and 24-hour time.</li> <li>• We are learning to manage money, compare costs from different retailers, and determine what we can buy.</li> <li>• We are learning to understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.</li> <li>• We are learning to use the terms profit and loss in buying and selling activities and can make simple calculations for this.</li> <li>• We are learning to enter data into a simple spreadsheet.</li> <li>• We are learning to interpret and report on information provided in simple diagrams.</li> <li>• We are learning to ensure that data is displayed in a way that can be clearly accessed and interpreted including bar graphs, line graphs, tables and simple pie charts.</li> </ul>
<b>Social Studies</b>	<p><b>Our theme this term is Natural Disasters.</b></p> <ul style="list-style-type: none"> <li>• We are learning to describe the causes of a natural disaster such as a volcano, earthquake or extreme weather event.</li> <li>• We are learning to describe the impact of the natural disaster giving at least three examples for people and one for the landscape. Impact can be positive or negative.</li> <li>• We are learning to compare and contrast the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences.</li> <li>• We are learning to extract information from more than one kind of map.</li> </ul>

	<ul style="list-style-type: none"> <li>We are learning to locate continent names, country names, capital cities, rivers and railways on maps of Scotland, Europe and further afield.</li> </ul>
<b>RME</b>	<ul style="list-style-type: none"> <li>Through exploring and reflecting upon Christian stories and the teachings of key Christian figures, we are learning about Christian beliefs.</li> </ul>
<b>Health &amp; Wellbeing incl. P.E.</b>	<p><b>P.E. this term – Scottish Country Dancing, Creative Dance and Gymnastics</b></p> <ul style="list-style-type: none"> <li>We are learning to explore and choose movements to create and present dance, develop our skills and techniques.</li> <li>We are learning to be inspired by a range of stimuli, to express our ideas, thoughts and feelings through creative work in dance.</li> <li>We are learning to take part in dance from a range of styles and cultures demonstrating our awareness of dance features.</li> <li>We are learning to respond to the experience of dance by discussing our thoughts and feelings. We can give and accept constructive comment on our own and others' work.</li> <li>We are learning to perform sequences/routines using creativity, be a good audience and focus on key movements in an appropriate space.</li> <li>Building Resilience Unit 10 Look on the Bright Side</li> </ul>
<b>Expressive Arts (Music, Art and Drama)</b>	<p><b><u>Music - Ukulele</u></b></p> <ul style="list-style-type: none"> <li>I can use the Ukulele to experiment with sounds, rhythm and dynamics.</li> <li>I am learning to perform songs on the Ukulele as part of a group.</li> <li>I can respond to performance directions (e.g. louder/quieter, musical notation).</li> <li>In connection with our assembly, we are learning to sing a melody, use dynamics (e.g. loud and soft) and perform as a class with enthusiasm. We are learning to discuss our performance.</li> </ul> <p><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>We are learning to apply a printmaking process, for example makes prints from polystyrene.</li> <li>We are learning to discuss artists/designers work, to make comparisons and reflect on their creations and own work.</li> </ul> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>In connection with our assembly, we are learning to create and sustain different roles in a short, scripted drama which communicates our thoughts and ideas. As part of this, we are learning to use movement, expression and voice, and to take account of our audience's experience.</li> </ul>
<b>Digital Literacy/Technology</b>	<ul style="list-style-type: none"> <li>We are learning to select the most appropriate digital software to perform a task.</li> <li>We are learning to select and use applications and software to capture, create and modify, text, images, sound and video.</li> </ul>

<b>French and Spanish</b>	<ul style="list-style-type: none"> <li>We are learning to read, write and discuss our likes and dislikes, and sports. We are continuing to learn phrases to be used as part of our daily school routine.</li> <li>We will be completing a 'French Passport' to describe and write down everything we know about ourselves in French; name, age, nationality, hobbies, likes and dislikes.</li> </ul> <p><b><u>Spanish in Active Afternoons:</u></b></p> <ul style="list-style-type: none"> <li>In Spanish we will be learning to speak and write greetings and salutations.</li> <li>We are learning to say and ask someone's name.</li> <li>We are learning the Spanish alphabet.</li> <li>We will be comparing Scotland and Spain.</li> </ul>
<b>Outdoor Learning in Active Afternoons</b>	<ul style="list-style-type: none"> <li>We are learning to use our mapping skills, which features journeying skills to investigate local areas and identify key landmarks with the help of using compass directions and decision making.</li> </ul>

### **Important Class Information:**

<b>Everyday Requirements</b>	<ul style="list-style-type: none"> <li>Children can wear dark trainers any day – school shoes are not required unless you prefer them.</li> <li>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.</li> <li>Children should have a waterproof coat in school at all times for all experiences.</li> <li>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.</li> <li><b>iPads should be brought to school each day fully charged.</b></li> </ul>
<b>P.E. Day</b>	<ul style="list-style-type: none"> <li><b>Tuesday</b></li> </ul>
<b>P.E. Kit Requirements</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Bottoms: Grey/black trousers or skirts, or plain black/navy leggings, joggers, or shorts (no stripes/logos).</li> <li>Some people may prefer other items of uniform e.g. Gingham dresses, these are also welcomed but not on P.E./Outdoor Education days.</li> <li>On P.E. days, leggings/joggers/shorts are preferred and should be worn as uniform with no need to change.</li> </ul>
<b>Outdoor Education Days</b>	<ul style="list-style-type: none"> <li>Forest Day/Outdoor Education Day – <b>We will not be visiting the Forest this term.</b></li> <li>Usual P.E. clothes are fine unless it's very muddy – then a change of clothes and warmer top may be needed.</li> <li>Children should have a waterproof coat in school at all times for all experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>Wellies/waterproofs are available in school, but children can bring their own. Outdoor trainers may be fine in good weather</li> </ul>
<b>Homework Schedule</b>	<ul style="list-style-type: none"> <li>Spelling/Vocabulary/Numeracy/Other - Out <b>Thursday</b> returned <b>Tuesday</b>.</li> <li>Reading/Literacy Circle – <b>one week return Thursday – Thursday</b></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>Homework Tasks can also be found on the ‘Showbie’ app on iPads within the ‘Homework’ folder.</li> </ul>
<b>Class Behaviour Strategies</b>	<ul style="list-style-type: none"> <li>House Points</li> </ul>
<b>Adults in Our Class</b>	<ul style="list-style-type: none"> <li>PSAs – Mr Spencer, Mrs Saunders, Mrs Dracup, Mrs Burns</li> <li>NCCT – Mrs Redfern</li> <li>Chanter – Mr Weir</li> <li>Active Afternoons – Mrs Scanlon (P7) and Mrs Corns (P5)</li> <li>SFL – Ms Shields</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> </ul>
<b>Dates for the Dairy</b>	<ul style="list-style-type: none"> <li>Monday 5<sup>th</sup> January 2026 – First day of Term 3, return to school</li> <li>Monday 19<sup>th</sup> January – Burns Poetry Performance in Class</li> <li>Tuesday 20<sup>th</sup> January – Burns Judges in School</li> <li>Friday 30<sup>th</sup> January – P5-7 Scottish Afternoon</li> <li>Monday 2<sup>nd</sup> February – Glee – Fife Festival of Music</li> <li>Tuesday 3<sup>rd</sup> February – Karate Taster Sessions</li> <li>Wednesday 11<sup>th</sup> February – In-Service Day</li> <li>Thursday 12<sup>th</sup> February – Holiday</li> <li>Friday 14<sup>th</sup> February – Holiday</li> <li>Wednesday 18<sup>th</sup> February – Friends of Canongate Taste the World Event</li> <li>Tuesday 3<sup>rd</sup> March – Glee Heat, Caird Hall, Dundee</li> <li>Thursday 5<sup>th</sup> March – World Book Day</li> <li>Friday 13<sup>th</sup> March – P6 Class Assembly, 2pm</li> <li>Tuesday 24<sup>th</sup> March – Parents Night Late</li> <li>Thursday 26<sup>th</sup> March – Parents Night Early</li> <li>Friday 27<sup>th</sup> March – P6 Euro quiz</li> <li>Thursday 2<sup>nd</sup> April – Last day of Term 3</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Monday 20<sup>th</sup> April – First day of Term 4</li></ul> |
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