



**Canongate Primary School - Learning Letter P6 Term 4 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>• This term we will be reading Shakespeare stories by Andrew Matthews and Tony Ross.</li><li>• We are learning to select texts for enjoyment</li><li>• We are learning to make notes and organise them under suitable headings.</li><li>• We are learning to respond to literal, inferential, evaluative and other types of questions.</li><li>• We are learning to assess how useful and believable my sources are.</li><li>• We are learning to identify and consider the purpose and main ideas of a text and use supporting detail.</li></ul>
<b>Writing</b>	Our text type for this term is recount. <ul style="list-style-type: none"><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><li>• We are learning to classify words into a series of groups and identify the odd one out (e.g. adjectives, adverbs, verbs, nouns, proper nouns)</li></ul>
<b>Listening &amp; Talking</b>	This term, we are going to be presenting our Personal Projects.

	<ul style="list-style-type: none"> <li>• We are learning to apply verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</li> <li>• We are learning to build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</li> <li>• We are learning to communicate clearly, audibly and with expression in different contexts.</li> <li>• We are learning to plan and deliver an organised presentation/talk with relevant content and appropriate structure.</li> <li>• We are learning to use suitable vocabulary for purpose and audience.</li> <li>• We are learning to select and use resources to support communication.</li> </ul>
<p><b>Numeracy</b></p>	<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 select the most efficient multiple or factor for solving a real-life problem involving multiplication or division.</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> <li>• We are learning to understand an angle as a measure of rotation.</li> <li>• We are learning to explore acute, obtuse, right and reflex angles and how these compare to right and straight angles.</li> <li>• We are learning to explore use a protractor to measure angles.</li> <li>• We are learning to use mathematical instruments to accurately measure and draw a variety of angles to solve problems.</li> <li>• We are learning to explore complementary and supplementary angles.</li> <li>• We are learning to understand that letters of symbols can represent unknown numbers in mathematics.</li> <li>• We are learning to explore, select and justify strategies to find unknown values in appropriate algebraic expressions.</li> <li>• We are learning to solve problems using the properties and relationships of the four operations.</li> <li>• We are learning to explore and justify the equivalence between simple fractions, decimal fractions and percentages.</li> <li>• We are learning to read, write, order and compare fractions.</li> <li>• We are learning to simplify fractions and recognise when they are in the simplest form.</li> </ul>

	<ul style="list-style-type: none"> <li>We are learning to add, subtract, multiple and divide fractions with the same denominator and for more challenge with related denominators.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>We are learning to identify and describe the function of the human body systems such as circulatory system, respiratory system, digestive system, nervous system and skeletal system.</li> <li>We are learning to describe the 5 senses and the corresponding sense organs and describe the structure and function of at least 2 of them.</li> <li>We are learning that different organisms have different life cycles.</li> <li>We are learning that pollination and fertilisation are important stages of the life cycle of flowering plants.</li> </ul>
<b>RME</b>	<ul style="list-style-type: none"> <li>We are learning about the religion of Buddhism and understand its core teachings, places of worship and how it differs from other world religions.</li> <li>We are learning about the history of Buddhism and the places around the world where it is predominantly practised.</li> </ul>
<b>Health &amp; Wellbeing incl. P.E.</b>	<p><b>P.E. this term – Athletics and Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>We are learning to practice, consolidate and refine skills to improve our performance. We are developing and sustaining our levels of fitness.</li> <li>We are learning to work and learn with others, to improve our range of skills, demonstrate tactics and achieve identified goals.</li> <li>As I 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.</li> <li>We are learning to reflect on our own and others’ work and evaluate it against shared criteria, we can recognise improvement and achievement and use this to progress further.</li> </ul> <p><b><u>RSHP</u></b></p> <p>As part of Relationships, Sexual Health and Parenthood (RSHP) we will be learning about emotional wellbeing and body image, love and relationships, sex, pregnancy and birth, being a parent or carer and social media. Information can be found here - <a href="https://rshp.scot/second-level/">https://rshp.scot/second-level/</a> letter to be sent out from the office too. Lessons beginning w/c 11<sup>th</sup> May.</p>
<b>Expressive Arts (Music, Art and Drama)</b>	<ul style="list-style-type: none"> <li>We are learning to experience the energy and excitement of presenting/performing for audiences.</li> <li>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.</li> <li>We will have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</li> <li>We are learning to create and present work that shows developing skill in using the visual elements and concepts.</li> <li>Through observing and recording from our experiences across the curriculum, we are learning to create images and objects which show my awareness and recognition of detail.</li> </ul>

	<ul style="list-style-type: none"> <li>• Inspired by a range of stimuli, we are learning to express and communicate our ideas, thoughts and feelings through activities within art and design.</li> <li>• We are learning to respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</li> <li>• We are learning to recognise, create, and explain symmetrical patterns and tessellation. As part of this, we will be exploring patterns in nature and maths, as well as discussing patterns created by artists and designers. We will experiment with different types of mark making when creating our patterns.</li> </ul>
<b>Digital Literacy/Technology</b>	<ul style="list-style-type: none"> <li>• We are learning to use search engines to search the internet for specific and relevant information.</li> <li>• We are learning to access websites and use navigation skills to retrieve information for a specific task.</li> <li>• We are learning to store and share using an online cloud-based service – OneDrive – GLOW.</li> <li>• We are learning to select the most appropriate digital software to perform a task.</li> <li>• We are learning to evaluate the reliability of information online.</li> </ul>
<b>French and Spanish</b>	<ul style="list-style-type: none"> <li>• We are learning to have a 3-5 step conversation in French in three different contexts: in the cafe, on the street and at school.</li> </ul>
<b>Outdoor Learning</b>	

**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>Monday and 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> </ul>

	<ul style="list-style-type: none"> <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 – Friday</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> <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 - <b>Out <u>Thursday</u> returned <u>Tuesday</u>.</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>• 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> <li>• End of Term Trip TBC</li> </ul>
<b>Dates for the Dairy</b>	<ul style="list-style-type: none"> <li>• Wednesday 22<sup>nd</sup> April – RNLI Water Safety Assembly</li> <li>• Monday 4<sup>th</sup> May – Holiday</li> <li>• Thursday 7<sup>th</sup> May – In-Service Day</li> <li>• Friday 8<sup>th</sup> May – Glee Regional Final, Alhambra Dunfermline</li> <li>• Monday 11<sup>th</sup> May – Madras Cluster Football Tournament, after school at Madras</li> <li>• Tuesday 12<sup>th</sup> May – P6 Trip to Balgove Larder (all day)</li> <li>• Monday 18<sup>th</sup> May – Rotary Football Tournament, after school at St Leonards</li> <li>• Wednesday 20<sup>th</sup> May – St Leonards Sports Day, pm</li> <li>• Monday 25<sup>th</sup> May – start of Sports Week</li> <li>• Thursday 28<sup>th</sup> May – Cross Country Championship</li> <li>• Friday 29<sup>th</sup> May – Sports Day</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Monday 1<sup>st</sup> June – Holiday</li><li>• Thursday 4<sup>th</sup> June – Techno Challenge at St Leonards (selected P6 pupils)</li><li>• Monday 8<sup>th</sup> June – Balgove Golf Medal</li><li>• Thursday 11<sup>th</sup> June – Back-up Sports Day</li><li>• Friday 19<sup>th</sup> June – Whole School Family Picnic</li><li>• Wednesday 1<sup>st</sup> July 9:45am, End of Term Service, St Marks Church</li><li>• Friday 3<sup>rd</sup> July – Last day of Term 4 and P6!</li><li>• Wednesday 19<sup>th</sup> August – New school year begins!</li></ul> |
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