



Canongate Primary School - Learning Letter P6 Term 1 2026/27



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, The Witch and The Queen of Scots' ('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 descriptive and narrative texts, particularly focusing on the description of setting, character and vocabulary that conveys feelings. • We are learning to use figurative language in our writing. • We are learning to continue to make sure we use capital letters/full stops correctly in our writing as well as for proper nouns. • We are learning to use a variety of punctuation correctly in our writing exclamation marks, question marks, speech marks.
Listening & Talking	• We are learning to share our personal response to fictional texts.

	• We are learning to engage in discussion, demonstrating that we value others' contributions through listening and responding with respect.
Numeracy	• We are learning to convert a number in the thousands in to groups of 10, 100 and 1,000 and know that there may be a remainder. • We are learning to identify and represent decimal numbers up to 2 decimal place using numerals, words and pictures, understanding the value of each digit. • We are learning to locate decimal numbers to 2 places on a scaled number line, using hundredths. • We are learning to sequence decimal numbers up to two decimal places. • We are learning to confidently read, write and say decimal numbers to three decimal places. • We are learning to recognise the two places to the right of the decimal point as tenths and hundredths and understand they can be partitioned. • We are learning to recognise and represent exact partitions of numbers up to 1 000 000 and beyond, including decimals and record in a standard and non-standard place value including expanded notations. • We are learning to identify and represent whole numbers up to ten thousand and beyond using numerals, words and number lines. • We are learning to count in decimal amounts to two decimal places forwards and backwards from any given number, understanding the value of each digit. • We are learning to read, write and say whole numbers in the range of hundred thousand and beyond. • We are learning to understand decimals as numbers rather than as ways of representing money and measures. • We are learning to discuss the similarities and differences between regular and irregular polygons. • We learning to create nets using 3D objects as a template. • We are learning to use technology to create representations of 2D shape and 3D objects and understand that not all parts may be seen. • 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.
Social Studies	<u>Mary Queen of Scots:</u> • We are learning to use both primary and secondary sources of evidence in an investigation about the past. • We are learning to place an event appropriately within a historical timeline. • We are learning to describe at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.

	• We are learning to describe and discuss at least three similarities and differences between personal life and life in a past society. • We are learning to contribute two or more points to the discussion as to why people and events from the past were important. • We are learning to place those people and events on a timeline.
RME (with Mr White)	• We are learning about Catholics, Protestants and the Reformation, and how these religious beliefs shaped life in Scotland during the time of Mary, Queen of Scots and John Knox. • We are exploring the differences between Catholicism and Protestantism, including the beliefs of Mary, Queen of Scots and John Knox, and why the Reformation brought significant religious and political changes to Scotland. • We are improving our understanding of Mary, Queen of Scots and John Knox, exploring their opposing religious beliefs and how their conflict influenced their actions, decisions and Scotland's history.
Health & Wellbeing incl. P.E.	<u>P.E. Ball Skills/Basketball/Netball</u> • We are learning ball skills; showing passing techniques to improve coordination, displaying decision making skills when shooting and defending, developing teamwork by communicating more catching and focusing more on spatial awareness/ speed of passing the ball. • We are learning to enhance our strength and stamina by working on key fitness drills. • 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. • Class charter - We are learning all about recognising and discussing feelings, identifying SHANNARI indicators and the 'Rights of a child'.
Expressive Arts (Music, Art and Drama)	• We are learning to create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. • Inspired by a range of stimuli, we are learning to express and communicate my ideas, thoughts and feelings through drama. • We are learning to follow a step-by-step process to develop and communicate ideas in response to a design brief. • We are learning to organise colour, line and shape to create particular patterns.
Digital Literacy/Technology	• We are learning to use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. • We are learning to create our own Stop Motion animations through finding out the history of stop motion, looking at examples before creating our own.
French	• We are learning to use greetings, routines, numbers to 100, colours, tell the time and say our name, age and where we live.

Outdoor Education	• We are learning to use a range of resources to problem-solve and use our team building skills in different environments. • We will be taking part in the RSPB My Wild Challenge as part of our Outdoor Learning
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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	• Monday (Fitness with Mr White) and Thursday
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 – Thursday. 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. • 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 – Tuesday. • 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 – Mrs Gregg, Mrs Burns, Mrs Dracup • NCCT – Mr White • Chanter – Mr Weir

	• Active Afternoons – Mrs Scanlon (P7), Mrs Corns (P5C) and Miss McGregor (P5M) • SFL – Ms Shields
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! • Class Trip to Falkland Palace – Tuesday 29th September, we are looking for one volunteer to accompany us on the trip please let me know if you can support! • We would be very grateful for donations of any cardboard boxes (shoe box size) for our stop motion animation learning. Thank you!
Dates for the Dairy	• Family Picnic - Friday 28th August 2026 (12:30 -13:20). • Homework begins – Thursday 3rd September 2026. • Class Trip to Falkland Palace – Tuesday 29th September • Parents’ Night Late – Thursday 1st October 2026 (17:00 – 19:30). • Parents’ Night Early – Tuesday 6th October 2026 (15:30 – 18:00). • Coffee Morning and Open Classrooms – Friday 9th October • End of Term – Friday 9th October 2026 (15:00). • Start of Term 2 – Monday 26th October 2026 (09:00).