



# Sharing the Learning



Term: 2	Class: P2	Teachers: Mrs Scott & Mrs Jarrett
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Learning can take place through a number of contexts. These include **ethos & whole school life** (e.g. assemblies, fundraisers, Scottish book week, pupil council, buddies), **wider achievement** (e.g. pupils sharing a skill or knowledge, visitors, hobbies, pupil presentations, pupil council) **CfE experiences & outcomes** (curricular subjects) **Interdisciplinary learning** (where a few curricular areas link together e.g. STEM designing & making a pair of binoculars within a 'space' topic. (global citizenship, learning for sustainability, enterprise, financial education, outdoor education and developing the young workforce are delivered across all learning contexts).

**Below are the main (not all) learning outcomes for this term.**

Learning contexts	Experiences & outcomes
<b>Whole school life</b>	We will be enjoying : Celebrating Halloween Guy Fawkes and Firework Safety Marking Remembrance Day
<b>Outdoor learning</b>	Numeracy Focus – Addition and Subtraction Tree Identifications – Linked to Deforestation
<b>Wider achievement</b>	<b>COP26</b> We are learning about <ul style="list-style-type: none"> <li>- damage to planet Earth caused by Climate Change</li> <li>- the COP26 Superheroes</li> <li>- the Water Wizard Challenge</li> <li>- the "I am the Earth" song</li> <li>- writing and making posters for display- Water Wizards</li> <li>- Deforestation</li> </ul> We are taking part in Scottish Book Trust Week (Quizzes and Authors Live)
<b>Interdisciplinary learning</b>	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>- Use of Clicker 7 and 8 to support writers. Use Paint function on Clicker.</li> <li>- Support pupils in using and learning on Sumdog/Mathletics and Reading Eggs.</li> <li>- Publish more work on Pobble.</li> <li>- Accessing Glow and emails.</li> <li>- Accessing homework via Teams.</li> <li>- Introduce Pivot- how to open, move figure, add background.</li> </ul>

	- Paint app- COP26 pictures.
<b>Curriculum subject areas</b>	<b>Experiences &amp; outcomes</b>
<b>Literacy</b> Reading Writing Listening & Talking	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Using a dictionary</li> <li>- Alphabetical order</li> <li>- Vocabulary focus</li> </ul> <p><b>Writing</b> Focus on</p> <ul style="list-style-type: none"> <li>- Verbs</li> <li>- Improving our vocabulary</li> <li>- Using planning sheets</li> <li>- Editing</li> </ul> <p><b>Listening and Talking</b> Focus on</p> <ul style="list-style-type: none"> <li>- Listening to instructions</li> <li>- Elbow partner discussions about COP26</li> <li>- Contributing confidently to class discussions</li> </ul>
<b>Numeracy</b>	<p><b><u>Numeracy Highlights</u></b></p> <p><b>Weight</b> We are learning to :</p> <ul style="list-style-type: none"> <li>- Estimate and measure weight and volume in standard units – kilograms and grams, litres and millilitres.</li> <li>- Use abbreviations for units of weight and volume.</li> <li>- Work with and know <math>1\text{kg} = 1000\text{g}</math>, <math>1/2\text{kg} = 500\text{g}</math>.</li> <li>- Work with and know <math>1\text{litre} = 1000\text{ml}</math>, <math>1/2\text{l} = 500\text{ml}</math>.</li> <li>- Read scales on measuring devices.</li> <li>- Compare and order weight and volume using more than, less than and same as.</li> </ul> <p><b><u>Place Value</u></b> We are learning :</p> <ul style="list-style-type: none"> <li>- TOs to 30 and beyond</li> <li>- Structure of number to 30 and beyond</li> <li>- Use of 100 square</li> </ul> <p><b><u>Calculations- Addition and Subtraction</u></b> We are learning :</p> <ul style="list-style-type: none"> <li>- Fact families to 30</li> <li>- Commutative properties of numbers</li> <li>- Calculation boards and number stories to 30</li> <li>- Word problems</li> <li>- Language of Mathematics</li> <li>- Adding 3 digits using number bond facts</li> </ul>
<b>Health &amp; well-being</b>	<b><u>PE</u></b> <b>Fitness</b>

	<p>We are learning to increase our fitness and why it is important to build up our stamina and strength.</p> <p><b><u>Ball skills/ Hockey</u></b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- hold the hockey stick and have good posture</li> <li>- dribble the ball and have good ball control</li> <li>- do push passing</li> <li>- do relay racing</li> <li>- attack and defend the ball in teams</li> <li>- play mini hockey games</li> </ul> <p><b><u>HWB</u></b></p> <p>We are learning about:</p> <ul style="list-style-type: none"> <li>- Firework and Bonfire Safety</li> <li>- Safe use of medicines</li> <li>- How choices I make affect my health and wellbeing</li> <li>- My Body Parts (names and how they work)</li> <li>- World of Work (food and health)</li> </ul>
<p><b>Social subjects</b></p> <ul style="list-style-type: none"> <li>• people, place &amp; environment,</li> <li>• people, past events and societies,</li> <li>• people in society, economy and business</li> </ul>	<p><b>Our topic is:</b></p> <p><b><u>The Vikings (Oct/Nov 2021)</u></b></p> <p>We are learning about</p> <ul style="list-style-type: none"> <li>- who the Vikings were - men, women and children</li> <li>- what the Vikings wore</li> <li>- when the Vikings lived (timeline)</li> <li>- where the Vikings travelled to</li> <li>- why the Vikings had to leave</li> <li>- what Viking Runes are</li> <li>- Viking jewellery</li> <li>- what we can learn about Vikings from digging up the ground? (archaeologist)</li> <li>- what weapons did the Vikings used</li> </ul> <p><b><u>Christmas (Food and Health) (Dec 2021)</u></b></p> <p>We are learning about</p> <ul style="list-style-type: none"> <li>- The Story of Christmas</li> <li>- Preparing a small performance (drama/music)</li> <li>- Traditional Christmas Food and Treats (variety)</li> <li>- Food/health – making food</li> </ul> <p>Christmas Crafts – calendar, card, decoration</p>
<p>French</p>	<p>We are learning to speak about:</p> <ul style="list-style-type: none"> <li>- foods I like/ dislike</li> </ul>

	<ul style="list-style-type: none"> <li>- where I live</li> <li>- numbers to 20</li> </ul>
RME	<p>Becoming familiar with some beliefs Christian people have about God and Jesus.</p> <p>Through exploring bible stories, I can describe some beliefs Christians have about God and Jesus.</p> <ul style="list-style-type: none"> <li>-Reading Bible stories.</li> <li>-Christian songs and poems.</li> <li>-Storyboards and re-telling.</li> <li>-Discussions about Christian beliefs.</li> <li>-Read-alongs.</li> <li>-Christian festivals.</li> </ul>
Drama	<p>We are looking forward to performing a small production for recording for parents.</p>
Music	<p>We are looking forward to learning and performing songs.</p> <p>&amp;</p> <p>I am the Earth song.</p>