

Dear Parent/ Carer,

As part of our home/school partnership, we are aware that families would like to know what their child(ren) are learning about in school. Please use our 'Learning Letter' to discuss your child's learning with them.

Please find an overview below of the areas we will be working on this term. These are the overarching 'Learning Intentions'. Individual children's targets may be slightly different based on need.

Please don't hesitate to contact the school if you have any queries or if there is something you feel you would like to support us with.

*Miss Coe*

*P4-7*

Literacy	Reading	<ul style="list-style-type: none"><li>• We are continuing to develop our skills in reading aloud with expression, understanding and fluency, using appropriate pace and tone, using context clues, punctuation, grammar, word roots and layout.</li><li>• We are learning to find, sort and use information from a range of sources (using strategies such as skim and scan and using headings).</li><li>• We are learning to make notes in our own words, and to use them to create new texts.</li><li>• We are learning to respond to and create literal, inferential, and evaluative questions about texts to show our understanding. We are developing our skills in answering comprehension questions fully and giving reasons for our answers.</li><li>• We are learning to distinguish between fact and opinion and to recognise when we are being influenced.</li></ul>
	Writing	<ul style="list-style-type: none"><li>• We are learning to write response texts and explanations/ reports, including features of those text types.</li><li>• We are continuing to develop our spelling at our own level and applying knowledge of spelling rules to all areas of literacy.</li><li>• We will continue to develop our tools for writing through QI: this term we will be focusing on the use of interesting vocabulary, as well as on our initial target of figurative language.</li><li>• We are learning to form letters correctly, join and present our work neatly in handwriting.</li><li>• We are learning to use our notes to help us create new texts.</li><li>• In Grammar we are developing our understanding of commas, homophones, simile and metaphor, colons,</li></ul>

		<p>dashes and brackets.</p> <ul style="list-style-type: none"> <li>• We are continuing to learn to check and edit our work and to give and receive useful, specific, kind feedback.</li> <li>• We are learning to take notes, summarising and sequencing information. We are learning to use our notes to create new texts and to acknowledge our sources.</li> </ul>
	Listening & Talking	<ul style="list-style-type: none"> <li>• We are learning about features of spoken language (pace, gesture, expression, emphasis and tone) through learning and presenting Scottish poetry. We are learning to communicate clearly and audibly.</li> <li>• We are learning to make notes in our own words, identifying key information.</li> <li>• We are learning to answer literal, inferential and evaluative questions to show our understanding of what we have listened to or watched.</li> <li>• We are learning to distinguish fact from opinion with suitable explanation.</li> </ul>
Numeracy		<ul style="list-style-type: none"> <li>• We are continuing to work on multiplication and division, using both mental and written methods.</li> <li>• We are learning to carry out calculations involving fractions, percentages and decimals.</li> <li>• We are learning to show equivalent forms of fractions, decimals and percentages, and to compare and order fractions.</li> <li>• We are learning to simplify fractions.</li> <li>• We are learning about digital and analogue time, and to convert between 12 and 24hr time.</li> <li>• We are learning to estimate journey time, using time, speed and distance.</li> <li>• We are learning to create, use and interpret timetables.</li> <li>• We are learning to draw and measure angles accurately, and use complementary and supplementary angles to calculate missing angles.</li> <li>• We are learning to use simple scale to calculate actual size or distance.</li> <li>• We are learning to use coordinates to plot points on a Cartesian grid (4 quadrants).</li> </ul> <p>In addition, those pupils working at Third Level will:</p> <ul style="list-style-type: none"> <li>• Interpret scale expressed as ratios using maps.</li> <li>• Create scale maps which use mostly straight lines and right angles.</li> <li>• Investigate translation and reflection on an axis and rotations on the Cartesian plane using coordinates</li> <li>• Understand how to use the speed distance time formula for calculations.</li> <li>• Use a calculator to find percentages of numbers</li> </ul>

<p>Science (Topic- Energy/ Electricity)</p>	<ul style="list-style-type: none"> <li>• We are learning about different types of energy.</li> <li>• We are learning about conservation of energy and energy transfer.</li> <li>• We are learning about renewable/ non-renewable energy sources and how they are used in Scotland.</li> <li>• We are learning about sound and light, exploring waves reflections and shadows.</li> <li>• We are learning about electricity and circuits.</li> </ul>
<p>Health &amp; Wellbeing, including PE</p>	<ul style="list-style-type: none"> <li>• We are learning to link actions and skills through Scottish dance and gymnastics.</li> <li>• We are developing our level of fitness.</li> <li>• We are developing our understanding of rules through badminton/ tennis.</li> <li>• We are learning about the importance of sleep, rest and food to give us energy (linked to energy topic).</li> <li>• We are learning to assess and manage risk (carbon monoxide, road safety, dark nights, strangers and antisocial behaviour).</li> <li>• P6/7 will learn about the risks and impact of tobacco use. P7 will learn about substance misuse from Barnardos.</li> <li>• We are learning about jobs in science (link to Energy/ Electricity learning). P5/6 will also learn about jobs in farming as part of their trip to Bowhouse.</li> <li>• Through our Pupil Leadership Groups, we are learning to contribute to our community, bringing about positive change.</li> <li>• Through Assemblies, we will continue to develop our understanding of resilience.</li> </ul>
<p>Expressive Arts</p>	<p>Art</p> <ul style="list-style-type: none"> <li>• We are learning to use printing to create artwork.</li> <li>• We are learning to respond to the work of artists and designers by discussing our thoughts and feelings, and to give and accept constructive comment.</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• We are fortunate to have been offered a place on the 'Wee Big Sing' from the Fife Youth Music Initiative. We are developing our use of pitch, melody, rhythm and dynamics through our singing.</li> <li>• We are learning to listen and respond to music (Hip Hop).</li> <li>• We are learning to play music together, following notation and using pitch and dynamics (tuned percussion).</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• We are exploring movement and dance formations through Scottish dancing.</li> </ul>

Digital Literacy/technology	<ul style="list-style-type: none"> <li>• We are learning to use search tools to find information, and to recognise that not all information online will be credible.</li> <li>• We are learning about coding- to organise information in a logical way and to build simple programmes.</li> <li>• We are developing our knowledge of some of the ipad apps (linked to Transforming Learning), and are using them to support our learning and to display information (e.g. Freeform).</li> </ul>
RME	<ul style="list-style-type: none"> <li>• We are learning about rites of passage (e.g. birth, coming of age, weddings) in the context of Hinduism, Buddhism and Sikhism.</li> <li>• We are learning about Buddhism.</li> <li>• We are learning about the celebration of Easter and how and why it is celebrated by Christians.</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• We are developing our knowledge of French vocabulary for talking about where we are from, likes and dislikes, school subjects and hobbies.</li> <li>• We are practising listening for info and having conversations.</li> <li>• We are developing our skills in writing simple texts using a bilingual dictionary to help.</li> </ul>
Metaskills	<ul style="list-style-type: none"> <li>• We will be working particularly on the Metaskills linked to innovation- curiosity, sense-making, creativity and critical thinking. This will involve some work with P1-3 too.</li> </ul>

### **Important Class Information:**

<b>Everyday Requirements</b>	<ul style="list-style-type: none"> <li>• A warm and waterproof jacket for outdoor play and learning experiences</li> <li>• Wear comfortable outside shoes- ideally suitable for running/ Daily Mile/ PE.</li> <li>• A change of shoes to be worn indoors (most children keep their pair of indoor shoes at school). This helps to protect our carpets when it is muddy and damp outside.</li> <li>• Those with long hair should bring a hair tie for PE days.</li> </ul>
<b>P.E. Days</b>	<ul style="list-style-type: none"> <li>• Tuesdays and Thursdays</li> </ul>
<b>P.E. Kit Requirements</b>	<ul style="list-style-type: none"> <li>• Please wear suitable outdoor kit for PE on PE days:</li> <li>• Dark-coloured joggers/ leggings/ shorts, school tshirt/ polo shirt and school jumper/ cardigan.</li> <li>• Outdoor trainers (these can be your child's normal outside shoes).</li> <li>• Please also bring a waterproof coat in case of poor weather.</li> </ul>
<b>Outdoor Education Day</b>	<ul style="list-style-type: none"> <li>• Wednesdays (flexible, depending on what our outdoor learning is- Miss Coe will notify parents when we are going to the beach/ forest)</li> </ul>
<b>Outdoor Kit Requirements</b>	<ul style="list-style-type: none"> <li>• Warm &amp; waterproof jacket</li> <li>• Suitable outdoor shoes/change of shoes</li> </ul>

	<ul style="list-style-type: none"> <li>• If it is particularly muddy, you may wish to bring a change of clothes.</li> <li>• Warm layers/ fleece/ jumper/ hat etc in the winter.</li> </ul>
<b>Classroom Economy</b>	<ul style="list-style-type: none"> <li>• This term we will restart our 'classroom economy', whereby the pupils receive a 'salary' for working well in school, and then budget how they'd like to spend it while saving enough to pay their desk rent. We have already learned about the 50/30/20% rule for budgeting. This has proved an engaging real life way for the children to engage in money learning, converting between currency and calculating costs.</li> </ul>
<b>Homework Schedule</b>	<ul style="list-style-type: none"> <li>• Reading: sent home on a Wednesday, to be returned the following Tuesday.</li> <li>• Spelling/ vocabulary and sometimes Numeracy/ Sumdog/ Assembly tasks: out on a Thursday, to be returned by the following Wednesday.</li> </ul>
<b>Adults in Our Class</b>	<ul style="list-style-type: none"> <li>• PSAs: Mrs Finlayson and Mrs Mathieson</li> <li>• NCCT: Mrs Griffin (PE, art)</li> <li>• Learning Support: Ms Shields</li> <li>• Wee Big Sing instructor: Mrs Clark (fortnightly till Feb)</li> <li>• .</li> </ul>
<b>Dates for the Dairy</b>	<ul style="list-style-type: none"> <li>• Madras SFL teacher visit to P7s- Thursday 15<sup>th</sup> January</li> <li>• Burns Poetry Competition- Thursday 22<sup>nd</sup> January</li> <li>• P5/6 RHET Bowhouse Food and Farming trip- Wednesday 4<sup>th</sup> February</li> <li>• Scottish Celebration- Thursday 5<sup>th</sup> February (pm)</li> <li>• Resilience Assembly Homework due- Tuesday 10<sup>th</sup> February</li> <li>• Inservice Day- Wednesday 11<sup>th</sup> February</li> <li>• Half term holiday days- Thursday 12<sup>th</sup> February, Friday 13<sup>th</sup> February</li> <li>• Member of Madras leadership team visiting P7s- Monday 16<sup>th</sup> February</li> <li>• Wee Big Sing- Tuesday 17<sup>th</sup> February- ticket request form for parents <a href="#">Wee Big Sing ticket form</a></li> <li>• World Book Day- Thursday 5<sup>th</sup> March</li> <li>• P7 Easter RME trip- Canongate- Thursday 12<sup>th</sup> March</li> <li>• P1 and P7 Dental Checks- Thursday 19<sup>th</sup> March</li> <li>• Parents' Night- Monday 23<sup>rd</sup> March, Wednesday 25<sup>th</sup> March</li> <li>• P7s Transition Activity morning at Madras- Tuesday 31<sup>st</sup> March</li> <li>• Last day of term- Thursday 4<sup>th</sup> April</li> <li>• Easter holidays start- Friday 5<sup>th</sup> April</li> </ul>

*We are looking forward to an exciting and productive term!*