

4 Contexts for Learning Overview



October to December 2024 - Primary 5

Opportunities for Personal Achievements

<p>Outdoor Learning: Natural Connections Active Fife - leisure hub</p>	<p>As part of our topic, we will be walking the Tay Bridge- exploring it's designs, features and history.</p> <p>Everyone in our class is working towards the level one Natural Connections outdoor learning award. This involves us taking our learning outdoors. Examples of how we do this will be shared in the learning showcase in December.</p>
<p>TRACK Certificates</p>	<p>Every week we focus and reflect on how our school vision and values can support us in becoming stronger learners.</p>
<p>MAD groups:</p>	<p>Through our Making A Difference (MAD) groups and class interdisciplinary learning children are developing skills in team work, decision making, communication, compromising and leadership. All MAD groups have been given a mission to work on the Global Goals click here for more information.</p>

Please email me/send me a message on Teams or via email with any news and a photo of **personal achievements out with school**: katie.duncan@fife.gov.uk and catriona.mackinnon-mo@fife.gov.uk so this can be shared with the class and school.

Ethos and Life of the School as a Community

We are a rights aware school – we will celebrate “Odd Socks Day” on 11 November as part of the National Anti-bullying message around celebrating differences. This term we will focus on UNCRC Articles 38 - safe from war and conflict as well as Articles 4 and 41 linked to Human Rights Day (10 December).

We are a reading school and have further planned visits to Tayport Community **Library** early this term.

Remembrance – Our Primary 7s will lay a Remembrance poppy wreath at Tayport's War Memorial Friday 8th November.

House Games – 8 November – our Morton, Scotsraig and Kinshaldy house captains will run an archery themed house games. All children have the opportunity to get involved and gather points for their house. Thursday 14th November will be a **dress down** for Children in Need – this will be organised by the Global Citizens MAD group.

North East Fife Toy Drive Collection – we will be a drop-off point for children and young people's gifts. Details to follow.

P1 and P2 will perform a modern nativity 10 December. Our **P5-7 choir** will perform at the Auld Kirk on **9 December at 7pm**. There will be a Parent Council Christmas Raffle on 13 December.

P1-7 trip to Pantomime at the Byre Theatre, St Andrews – 11 and 12 December

Reading Café 2 will be hosted by the STEM Challengers and the Green Team Tuesday 17 December – 9:30 – 10:15 am. Invitations will follow.

We invite our school community to "Christmas Cheer" at our local church on **Friday 20 December at 9:30am.**

A full **school calendar** can be viewed on our website: [click here to access school calendar.](#)

Whole School – Motion - Interdisciplinary Learning (IDL)

This term P5 will be exploring local and global bridges within the whole school theme of "Motion". Throughout this we will be looking at The Tay Bridge disaster, comparing and contrasting bridge types and using a STEM approach (science, technology, engineering and maths) to build our own bridges.

Some of our IDL will be delivered through the outdoor learning Natural Connections programme:

Level One:

- Working together- Working as a team, solving problems, learning about give and take. We will be planning our route together.
- Finding your way- Learning to interpret maps and directions, identifying features that help us know where we are and where we are going.
- Journeying- Exploring the natural world, reaching parts that planes, trains and cars can't reach.

Curriculum Areas and Subjects:

Reading	Our class novel for this term is 'Rivet Boy' by Barbara Henderson. Our focuses within our reading this term will be: I can find information by skimming and scanning. I can mark text using a highlighter or notes in the margin to find information. I can read aloud with fluency, expression and tone.
Writing	This term we will be focusing on how to write an explanation in the form of a report. We will be using our class novel as a stimulus for this. Our focuses within our writing this term will be: I can use my note making skills to gather information from books, clips or a web page and then create a new text in my own words. I can label diagrams correctly. I use full stops, commas, question marks and exclamation marks accurately.
Listening & talking	I can make notes (including key words, sketches, mind-maps) from audio/visual texts. I am beginning to use my notes to create a new text for a specific purpose. I can answer different types of questions with increasing confidence: literal, inferential, extension, prediction, analytical and evaluative (solo questions) to show understanding of a variety of texts that I have listened to or watched.
French (L2)	This term we will be exploring family members, pets, hobbies and interests. We will also be independently using bilingual dictionaries. Finally, we will follow simple daily routines,
Number, money & measure	I can use my knowledge of rounding to routinely estimate an answer to a problem (using + - x %). I can calculate a solution and check my answer against my estimate, then decide if my estimate was reasonable.
Shape, position & movement	I can use my knowledge of the sizes of familiar objects to assist me when making an estimate of measure. I can use common units of measure. I can convert between related units of the metric system and carry out calculations when solving problems.
Information handling	N/A

Health and Wellbeing: The 7 wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) are covered throughout the year. We support this learning at Tayport Primary through:

Building Resilience – Unit 9 – Look on the Bright Side	<u>Key learning in this unit:</u> <ul style="list-style-type: none"> • The way you think can affect the way you feel. • There are different ways of looking at the same thing. • Focusing on what you are grateful for can help.
Physical Education:	PE Skills we are developing: VOLLEYBALL <ul style="list-style-type: none"> • Moves efficiently in personal and shared space. • Explain what a quality movement looks like and feels like, to help modify and improve performance. • Performs movement skills with confidence, for example, using active footwork to move to a space to receive the volleyball. Our gym days this term are: Mondays and Thursdays <ul style="list-style-type: none"> • Please come to school wearing plain gym kit – black or grey tracksuit bottoms or shorts, a plain white t-shirt and school jumper and no cropped tops/vests.
All other health and wellbeing work:	N/A
Expressive Arts	I can develop my still life drawing skills using line and perspective as a focus.
Science	I can understand how forces act on a bridge. I can identify different types of bridge and recognise advantages and disadvantages of each.
Social Studies	I can identify famous bridges and their significance. I can understand the history of the Tay Rail Bridge and the disaster.
Technologies	I can use a search engine to research relevant and specific information about bridges. I can begin to explore coding and create my own simple codes.
Religious & Moral Education	N/A
Supporting learning at home:	
Homework is issued on a Monday and should be returned on Thursday morning. <u>Format of homework:</u> -Reading book- please keep reading log up to date. We also always encourage reading for pleasure. -Spelling practise of weekly list via activities on grid. -Numeracy task- A booklet given out at the start of term. This is to be completed throughout the term at a self-identified pace. We would welcome and appreciate feedback on your child's progress with this e.g. too hard, just challenging enough, unchallenging. Please add comments to feedback box in booklet. -Sumdog logins will be issued shortly to support mental maths learning at home.	
Refer to our school website for lots of useful information as well as our weekly updates: <ul style="list-style-type: none"> • click here. 	