

## 4 Contexts for Learning Overview



### October to December 2024 - Primary 6/7

Opportunities for Personal Achievements	
<p><b>Outdoor Learning:</b>  <a href="#">Natural Connections   Active Fife - leisure hub</a></p>	<p><b>Sponsored Walk to the Tay Bridge on Thursday 14<sup>th</sup> November</b></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><b>TRACK Certificates</b></p>	<p>Every week we focus and reflect on how our school vision and values can support us in becoming stronger learners.</p>
<p><b>MAD groups:</b></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 <a href="#">click here for more information.</a></p>
<p><b>P6 – Bikeability</b></p>	<p>I am developing my confidence in riding my bike safely.</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**: [gw23harrisonemily@glow.sch.uk](mailto:gw23harrisonemily@glow.sch.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 8<sup>th</sup> 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 14<sup>th</sup> 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 P6/7 will be exploring local and global bridges within the whole school theme of “Motion”. Throughout this we will be focusing on the Tay Bridge Disaster, comparing and contrasting bridge types and using STEM (science technology engineering and maths) approach to build our own bridges.

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

Level One:

- Finding your way
- Journeying

Before completing our walk to the Tay Bridge we will participate in some map reading, creating local maps of our route as well as experiencing our local area by foot. This will all contribute hours towards our level one Natural Connections programme.

### Curriculum Areas and Subjects:

<b>Reading</b>	<ul style="list-style-type: none"> <li>• I make and organise notes using own words and can use notes to create new texts that show understanding of the topic.</li> <li>• I can read aloud with pace, fluency, understanding and expression, using punctuation and the author's intent to help me.</li> <li>• I can skim and scan to find the key ideas.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I can make appropriate choices about layout and presentation, including digital texts, e.g. captions, headings, fonts, bullet points, paragraphs, background information.</li> <li>• I can summarise relevant information from notes and/or other sources, to develop my thinking and to create new texts.</li> </ul>
<b>Listening &amp; talking</b>	<ul style="list-style-type: none"> <li>• I can select relevant information appropriate to purpose and audience and organise this in a logical and coherent sequence.</li> <li>• I can record these notes under given headings.</li> <li>• I can discuss different types of texts and say what types of texts I prefer, justifying my reasons with increasing detail.</li> </ul>
<b>French (L2)</b>	<ul style="list-style-type: none"> <li>• I can consolidate and extend my knowledge of words and phrases including foods, pets/animals and Christmas related vocabulary.</li> </ul>
<b>Number, money &amp; measure</b>	<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• I can multiply or divide decimal fractions by 10, 100 and 1000.</li> <li>• I can record multiplication using a standard column notation.</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• I can link <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, <math>1\frac{1}{2}</math> hours to minutes.</li> <li>• I can calculate durations in hours and minutes on a 12 and 24 hour clock.</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>• I can calculate totals, change and coins/notes required beyond £1000.</li> <li>• I can compare cost and affordability and manage a small budget.</li> </ul>
<b>Shape, position &amp; movement</b>	<p><b>2D and 3D Shapes:</b></p> <ul style="list-style-type: none"> <li>• I can describe each 3D object using faces, edges and vertices.</li> <li>• I can demonstrate understanding of the relationship between 3D objects and their nets.</li> </ul>
<b>Information handling</b>	N/A

<b>Health and Wellbeing:</b> 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:	
<b>Building Resilience – Unit 9 – Look on the Bright Side</b>	<b>Key learning in this unit:</b> <ul style="list-style-type: none"> <li>• The way you think can affect the way you feel.</li> <li>• There are different ways of looking at the same thing.</li> <li>• Focusing on what you are grateful for can help.</li> </ul>
<b>Physical Education:</b>	PE Skills we are developing:  Fitness: We are learning how to pace myself during activities and build skills in speed and strength training.  Football: We are focussing on ball skills, passing techniques, dribbling, and team work.  Our gym days this term are: Monday and Wednesday <ul style="list-style-type: none"> <li>• Please come to school wearing <b>plain gym kit</b> – black or grey tracksuit bottoms or shorts, a plain white t-shirt and school jumper and no cropped tops/vests.</li> </ul>
<b>All other health and wellbeing work:</b>	
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>• I can develop my still life drawing skills using line and perspective as a focus.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• I can understand how forces act on the bridge.</li> <li>• I can identify different types of bridges and recognise advantages and disadvantages of each.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• I can identify famous bridges and their significance.</li> <li>• I can understand the history of the Tay Rail bridge and the disaster.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>• I can use a search engine to research relevant and specific information about bridges.</li> </ul>
<b>Religious &amp; Moral Education</b>	N/A
<b>Supporting learning at home:</b>	
Homework is issued on a Monday. It should be returned on Thursday morning.  <u>Format of homework:</u>  <b>Reading &amp; Spelling</b> homework will take the form of a homework grid. Children are to choose one activity from each every week. <b>Maths</b> homework will be provided on a worksheet that will be glued into homework jotters in connection to what we are currently learning.  <b>Customise/edit for your year group - Ideas could include:</b> <ul style="list-style-type: none"> <li>• Access Reading Eggs - <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a></li> <li>• Access Sumdog (P4-7)- <a href="https://www.sumdog.com/user/sign_in">https://www.sumdog.com/user/sign_in</a></li> <li>• Hit the Button - <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> <li>• Newsround – <a href="https://www.bbc.co.uk/newsround/news/watch_newsround">https://www.bbc.co.uk/newsround/news/watch_newsround</a></li> <li>• Encourage reading, watching and listening to a range of genres / visit library</li> <li>• Read for pleasure as often as possible- Oxford Owls, Epic</li> <li>• Talk about what being resilient means to your family. Why is it important?</li> <li>• Encourage independent use of Glow and Teams</li> </ul>	

Refer to our school website for lots of useful information as well as our weekly updates:

- [click here.](#)