

## 4 Contexts for Learning Overview



**January to April 2025 - Primary 3/4**

### Opportunities for Personal Achievements

<p><b>Outdoor Learning:</b>  <a href="#">Natural Connections   Active Fife - leisure hub</a></p>	<p>We will use our playground to explore the wildlife present during Winter and take part in the Big Schools' Birdwatch 2025. Everyone in our class is continuing to work towards the foundation 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 March.</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>

Please email me/send me a message on Teams or via email with any news and a photo of **personal achievements out with school**: [christopher.myles@fife.gov.uk](mailto:christopher.myles@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 silver rights committed school** – This term, we will have a focus on article 28 – right to an education and article 31 – right to relax and play. Children will also continue to explore links to the other rights through their learning in class.

**We are a reading school and have further planned visits to Tayport Community Library this term.** We also have the Book Fair arriving on 26<sup>th</sup> February. This will coincide with a World Book Day focus during the week beginning 3<sup>rd</sup> March.

**House Games** – 21<sup>st</sup> February – our Morton, Scotsraig and Kinshaldy house captains will run Netball themed house games. All children will have the opportunity to get involved and gather points for their house.

**P3 and P4 children** will perform a range of songs, poems and dances at our Scottish Afternoon **on Friday 24<sup>th</sup> January.**

As a whole school we will acknowledge **Safer Internet Day** on Tuesday 11<sup>th</sup> February.

**Reading Café 3 will be hosted by the Health Hub and the Community Champion MAD groups on Thursday 6<sup>th</sup> March** – 9:30 – 10:15 am which is of course *World Book Day!* Invitations will follow.

**Pupil Progress Meetings** – 13<sup>th</sup> and 18<sup>th</sup> March

### Whole School – My Brilliant Machine - Interdisciplinary Learning (IDL)

This term P3/4 will be exploring the human body within the whole school theme of “My Brilliant Machine”. We will be undertaking various science experiments to investigate and learn about the body systems, sound, senses and inheritance.

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

Foundation:

- Explore and discover - talking about how we can take care of birds during colder weather and take part in the Big Schools' Birdwatch.
- Adventure play
- Helping hands - by helping each other to research and record our findings outside and use the outside environment as our classroom where possible.
- Walkabout - exploring what happens to the minibeasts in our playground during winter and start of Spring.

**Curriculum Areas and Subjects:**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• I can read high frequency words</li> <li>• I can use syllables and phonics knowledge to read words.</li> <li>• I can answer questions about a text</li> <li>• I can identify and find key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information.</li> <li>• I know when my reading does not make sense and correct it.</li> <li>• I can offer my own ideas about the writer's message and link it to personal experiences</li> <li>• I am able to use punctuation and grammar to read with understanding and expression.</li> </ul> <p>Our class novel will be Charlie and the Chocolate Factory.</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I can develop my awareness of different spelling patterns.</li> <li>• I can use commas correctly.</li> <li>• I can write in the style of a non-rhyming poem.</li> <li>• I can write in the style of a short story.</li> <li>• I can create stories and poems with interesting characters through their feelings and actions and physical description.</li> <li>• I can start my sentence in a variety of ways to engage the reader.</li> <li>• I can share my own viewpoint and persuade the reader as appropriate to the purpose – write about healthy body, eating, fitness etc</li> </ul>
<b>Listening &amp; talking</b>	<ul style="list-style-type: none"> <li>• I can talk about different types of texts explaining my preferences and likes/dislikes – library visit.</li> <li>• I can concentrate when others are talking for longer periods of time.</li> <li>• I can show an interest when others are talking.</li> <li>• I am aware of how pace, gesture, expression and choice of words can help interest others. Some will consider using tone, eye contact, emphasis and choice of words.</li> </ul>
<b>French (L2)</b>	<ul style="list-style-type: none"> <li>• I can talk about my family</li> </ul>
<b>Number, money &amp; measure</b>	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• I can count equal groups of items saying how many groups how many altogether.</li> <li>• I can make equal jumps along a number line to reach a given number.</li> <li>• I can build and describe simple arrays.</li> <li>• I can apply multiplication strategies to determine multiplication facts.</li> <li>• I can use multiplication and number facts to solve problems within the number range 0 to 100.</li> <li>• I can use correct mathematical vocabulary when discussing multiplication and division.</li> </ul>

	<p><u>Mathematics – its impact on the world, past, present and future</u></p> <ul style="list-style-type: none"> <li>• I can identify number and mathematics in everyday life.</li> <li>• I can identify and explore opportunities to use numeracy and mathematics in everyday life.</li> <li>• I can identify and explore numeracy and mathematics in the world of work.</li> <li>• I can identify evidence of historical number systems in everyday life.</li> <li>• I can interpret and use tally marks.</li> </ul>
<p><b>Shape, position &amp; movement</b></p>	<p><u>Angles, symmetry and transformation</u></p> <ul style="list-style-type: none"> <li>• I can follow and record directions using words associated with angles e.g. half turn, full turn, quarter turn etc.</li> <li>• I know that a right angle is 90 degrees.</li> <li>• I can find right angles in the environment and in 2D shapes.</li> <li>• I can identify and use grid references.</li> <li>• I can plot and use two figure grid reference.</li> <li>• I can identify symmetry in patterns, pictures and nature.</li> <li>• I can create symmetrical patterns with more than one line of symmetry.</li> <li>• I understand and can use the compass points, North, South, East and West.</li> <li>• Consolidate times tables through conceptual understanding and strategies</li> </ul> <p><u>Estimation and Rounding</u></p> <ul style="list-style-type: none"> <li>• I understand that an estimated value is not exact.</li> <li>• I can estimate first then count a large collection by rounding and doubling.</li> <li>• I can round numbers to the nearest ten or hundred when estimating.</li> <li>• I can estimate an answer, using rounding, to a calculation or problem.</li> <li>• I can check the reasonableness of a calculation by comparing the final answer with the estimate.</li> <li>• I can estimate the position of a number on a partially completed or empty number line.</li> </ul>
<p><b>Information handling</b></p>	<ul style="list-style-type: none"> <li>• I can summarise data based on tallying.</li> <li>• I can interpret straight forward tables.</li> <li>• I can display data in bar graphs.</li> <li>• I can read and understand bar graphs.</li> </ul>
<p><b>Health and Wellbeing:</b> The 7 wellbeing indicators – <b>S</b>afe, <b>H</b>ealthy, <b>A</b>chieving, <b>N</b>urtured, <b>A</b>ctive, <b>R</b>espected, <b>R</b>esponsible and <b>I</b>ncluded (SHANARRI) are covered throughout the year. We support this learning at Tayport Primary through:</p>	
<p><b>Building Resilience – Unit 11 – Have a Goal</b></p>	<p><u><b>Key learning in this unit:</b></u></p> <ul style="list-style-type: none"> <li>• Setting a realistic goal helps to motivate us</li> <li>• Learning to overcome setbacks helps us cope with future ones</li> <li>• It is important to celebrate our successes</li> </ul> <p>We will have a whole class goal of learning and reciting a poem. We will work together to complete the steps required to be successful.</p> <ol style="list-style-type: none"> <li>1. Learn the poem</li> <li>2. Practise the poem</li> <li>3. Sat the poem to an audience</li> <li>4. Get feedback and make our poems even better</li> </ol>

<b>Physical Education:</b>	<p>PE Skills we are developing are movement, coordination and balance through Scottish county dancing, basketball and tennis. We will also be working on fitness to sustain physical activity for longer periods of time.</p> <p>Our gym days this term are: Monday and Tuesday.</p> <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>	<ul style="list-style-type: none"> <li>Building Resilience – have a goal.</li> <li>I can explore healthy v unhealthy foods.</li> <li>I can explain why we wash our hands when preparing food.</li> </ul>
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>I can demonstrate safe practice in dance, being aware of personal space.</li> <li>I can understand some of the different forms of dance, specifically Scottish country dancing.</li> <li>I can create, rehearse and perform a short dance.</li> <li>I can enjoy a live performance responding appropriately.</li> <li>I can use a range of voice to perform in front of an audience.</li> <li>I can give feedback to others based on their performance.</li> <li>I can sing in tune.</li> <li>I can follow musical instructions.</li> </ul>
<b>Science</b>	<p><u>Body Systems and Cells</u></p> <ul style="list-style-type: none"> <li>I can discuss the various functions of the skeleton.</li> <li>I can name what organs are protected by different parts of the skeleton.</li> </ul> <p><u>Vibration and Waves</u></p> <ul style="list-style-type: none"> <li>I can explain how sound travels.</li> <li>I can explain how we detect sound</li> <li>I can identify the pitch of a sound.</li> <li>I can explain how a musical instrument changes the sound pitch</li> </ul> <p><u>Senses</u></p> <ul style="list-style-type: none"> <li>I am learning to name and explore the 5 senses.</li> <li>I am learning to investigate certain things that people with a sensory impairment might find tricky.</li> </ul> <p><u>Inheritance</u></p> <ul style="list-style-type: none"> <li>I can find out about Charles Darwin's natural selection theory.</li> <li>I can identify which characteristics are passed on in a family.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Continuing #operation_kindness within our classroom</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>I can talk about internet safety and how to stay safe online.</li> <li>I can explore how the body moves using Pivot.</li> </ul>
<b>Religious &amp; Moral Education</b>	<ul style="list-style-type: none"> <li>I am aware that people have beliefs and values.</li> <li>I can explore Christian beliefs and stories – Easter.</li> </ul>

### Supporting learning at home:

Homework is issued on a Monday.  
It should be returned on Thursday morning.

Format of homework:

Maths worksheet each week

Spelling list with task

Reading group – weekly reading, home and school linked

Encouraged to access reading eggs

Encouraged to access Sumdog

**Customise/edit for your year group - Ideas could include:**

- Access Reading Eggs - <https://readingeggs.co.uk/login/>

- Access Sumdog (P4-7)- [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)
- Legends of Learning, Hit the Button, Newsround – [Legends of Learning - STEM Games & Resources for Education](#), [Hit the Button - Quick fire maths practise for 6-11 year olds](#)  
[Home - CBBC Newsround](#)
- Encourage reading, watching and listening to a range of genres / visit library
- Read for pleasure as often as possible- Oxford Owls, Epic
- Talk about what being resilient means to your family. Why is it important?
- Encourage independent use of Glow and Teams

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

- [click here.](#)