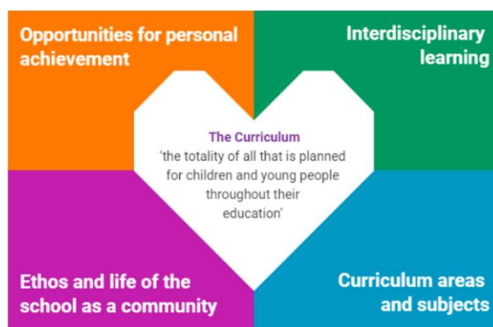


4 Contexts for Learning Overview



January to April 2025 - Primary 4

Opportunities for Personal Achievements	
<p>Outdoor Learning: Natural Connections Active Fife - leisure hub</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 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 March.</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:** samantha.dykes@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 26th February. This will coincide with a World Book Day focus during the week beginning 3rd March.

House Games – 21st 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 24th January.**

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

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

Pupil Progress Meetings – 13th and 18th March

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

This term Primary 4 will be exploring The Body System and Cells, Vibrations and Waves, The Senses and Inheritance, within the whole school theme of "My Brilliant Machine".

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

Primary 4 - Foundation Level:

- 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.
- Walkabout - exploring what happens to the minibeasts in our playground during winter and start of Spring.

Curriculum Areas and Subjects:

Reading	<ul style="list-style-type: none"> • Class Novel - Cogheart by Peter Bunzl • Reading from my Book Box • Group Readers • I can use my own personal reading books from my home library. • Reading for information • 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. • I can offer my own ideas about the writer's message and link it to personal experiences.
Writing	<ul style="list-style-type: none"> • Writing to inform • I can create stories and poems with interesting characters through their feelings and actions and physical description. • I can share my own viewpoint and persuade the reader as appropriate to the purpose – write about maintaining a healthy body, eating well and keeping fit. • I can use my 'writing to persuade skills' to prepare a debate.
Listening & talking	<ul style="list-style-type: none"> • Scottish Poetry Experience – • Vicky the Spider Lass by James Robertson • Fireworks Off The Castle by Matthew Fitt • I can concentrate when others are talking for longer periods of time. • I can describe why it is important to listen to others speak and show this skill regularly in the classroom. • When presenting I am beginning to demonstrate appropriate use – pace, gesture, expression, tone, eye contact, emphasis and choice of words. • I can engage clearly, confidently and audibly with others who are familiar to me.
French (L2)	<ul style="list-style-type: none"> • Weather - revision of words and phrases • Parts of the Body • My Family
Number, money & measure	<ul style="list-style-type: none"> • I can divide by 2, 4, 5 and 10 with or without remainders and make links with multiplication. • I can identify fractions including - 1/2, 1/4, 3/4, 1/3, 1/5 and 1/10. • I can use 12-hour and 24-hour clock times and calendars. • I can calculate amounts of money finding totals and change given up to £20. • I can estimate and round to the nearest 10 and 100.
Shape, position & movement	<ul style="list-style-type: none"> • I can identify and give compass directions. • I can name and label different types of angles. Revisit from term 2.
Information handling	<ul style="list-style-type: none"> • I can summarise data based on tallying. • I can interpret tables. • I can display data on different graphs. • Big Schools' Birdwatch – • I can read and understand bar graphs. I can carry out a survey and record my results using different types of graph.

<p>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:</p>	
<p>Building Resilience – Unit 11 – Have a Goal</p>	<p>Key learning in this unit:</p> <ul style="list-style-type: none"> • Setting a realistic goal helps to motivate us • Learning to overcome setbacks helps us cope with future ones • It is important to celebrate our successes <p>Our Scottish Poetry Experience will allow us to-</p> <ul style="list-style-type: none"> • Learn a poem in Scots language. • Rehearse the poem independently and in a group. • Recite the poem using expression and gestures where appropriate to my audience. • Give and receive constructive feedback to help me next time.
<p>Physical Education:</p>	<p>PE Skills we are developing:</p> <ul style="list-style-type: none"> • Scottish Country Dancing • Tennis • Team Games <p>Our gym days this term are: Tuesday and Wednesday.</p> <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.
<p>All other health and wellbeing work:</p>	<ul style="list-style-type: none"> • I can discuss what our body needs to stay healthy. • I can talk about the importance of hygiene to helps keep us safe.
<p>Expressive Arts</p>	<p>Art and Design</p> <ul style="list-style-type: none"> • I can experiment and use different mediums to record my ideas. <p>Drama</p> <ul style="list-style-type: none"> • I can recite my Scottish Poetry with a growing confidence. <p>Music</p> <ul style="list-style-type: none"> • I can listen to, sing and comment about Scottish Songs and chosen famous composers.
<p>Science</p>	<p>Our Brilliant Machine- My Body!</p> <p>Body Systems and Cells</p> <ul style="list-style-type: none"> • I can investigate how my body works. • I can discuss the various functions of the skeleton. • I can name and describe the function of the main organs of the body and discuss how they are protected by the skeleton. <p>Vibration and Waves</p> <ul style="list-style-type: none"> • I can explain how sound travels. • I can explain how we detect sound • I can identify the pitch of a sound. • I can explain how a musical instrument changes the sound pitch <p>Senses</p> <ul style="list-style-type: none"> • I can name the five senses • I can find out how important my senses are and how they function • I am learning to investigate certain things that people with a sensory impairment might find tricky. <p>Inheritance</p> <ul style="list-style-type: none"> • I can find out about Charles Darwin's natural selection theory. • I can identify which characteristics are passed on in a family.
<p>Social Studies</p>	<ul style="list-style-type: none"> • Being resilient and I will keep going even when things are challenging. • I Can Do It! I Have a Goal!

	<ul style="list-style-type: none"> • Let's celebrate our successes • Children's Rights – to be educated and encouraged. • Continuing #operation_kindness in our classroom.
Technologies	<ul style="list-style-type: none"> • Researching and recording our findings • Power Point Presentation about My Brilliant Machine • Using Pivot to show how 2D bodies move. • Safer Internet Day
Religious & Moral Education	<ul style="list-style-type: none"> • Be kind and help others • Our rights and the rights of others- refugees. • Easter Story

Supporting learning at home:

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

Format of homework:

Group Reading Book with Reading Diary

Word lists with 10 sentences.

Maths problems to show working and clear presentation.

- Access Reading Eggs
- Access Sumdog (P4-7) see Pupil Password Cards
- Doorway Speller
- BBC Bitesize
- Legends of Learning, Hit the Button, 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.](#)

My door is always open!

S Dykes