

## 4 CONTEXTS FOR LEARNING OVERVIEW



**April to July 2025 - Primary 5**

### Opportunities for Personal Achievements

<b>Outdoor Learning:</b> <a href="#">Natural Connections</a>   <a href="#">Active Life - leisure hub</a>	This term, in connection to our whole school topic of 'Tayport- Then, Now and Next', we will be continuing our outdoor learning link to the Natural Connections Programme through a series of community walks, including the Heritage Trail.
<b>TRACK Certificates</b>	Every week we focus and reflect on how our school vision and values can support us in becoming stronger learners.
<b>MAD groups:</b>	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> .

Please email me/send us a message via email with any news and/or photos of **personal achievements out with school**: [katie.duncan@fife.gov.uk](mailto:katie.duncan@fife.gov.uk) and [Catriona.mackinnon-mo@fife.gov.uk](mailto: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 silver rights committed school** – This term, we will have a focus on **article 12 – respect the views of the child** and **article 3 – having the best interests of the child at the heart of decisions**.

**We are a silver awarded reading school** and have further planned visits to Tayport Community **Library** this term. All classes engage in whole class novels linked to our inter-disciplinary learning. We seek diverse texts that represent various cultures and always link these to children's rights.

**House Games – Friday 16<sup>th</sup> May** – our Morton, Scotsraig and Kinshaldy house captains will run a mixed athletics themed house games. All children will have the opportunity to get involved and gather points for their house. This will also be a dress down in sportswear day and donate 50p which will go towards fruit and water for sports day.

**P1-3 – Shared Finishes – 19<sup>th</sup>/ 21<sup>st</sup>/ 23<sup>rd</sup> May** - we will be offering 3 different afternoons for P1-3 parents to join their child in class from 2:20 pm until the end of day. More information to follow.

**Sports Day – Friday 31<sup>st</sup> May** – Tayport Football Club will again be the venue for our sports day.

**Tayport Then, Now and Next – Open Afternoon** – Friday 13<sup>th</sup> June – 2:00 – 2:50 pm. Our whole school topic for this term centres around Tayport Primary School and we would like to share our learning with displays in the sports hall. *Please note the sharing of learning is in the sports hall rather than visiting classrooms.*

**Reading Café 4** will be hosted by the Peer Mediators and the Global Citizens MAD groups on Tuesday 20<sup>th</sup> May – 9:30 – 10:15 am - Invitations will follow.

**End of Year Celebration** – Thursday 3 July at 9:30am – at Tayport Church. All welcome.

## Whole School – Tayport – Then, Now, Next - Interdisciplinary Learning (IDL)

This term P5 will be exploring our local area within the whole school theme of 'Tayport – Then, Now, Next'. We will be developing our knowledge of Tayport's history, local area and industry; including farming, schooling and transport.

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

### Level One:

- **Discovering nature**- We will be exploring how we can use the natural environment to aid the development of a short film trailer tied to our class novel 'The Wild Robot'.
- **Finding your way**- Revisit our coordinates learning from term 3 while **discovering nature** at Tayport Common and identifying different environments.
- **Journeying**- Exploring the Tayport Heritage Trail to identify landscape uses and then share this learning through use of PowerPoint. We will be **working together** in pairs to capture specific environment examples during our Tayport Heritage visits. We hope to identify ways to **help our local environment** by assessing a land use development project and its impact on the environment.
- **Helping the environment**- Studying land use and how developments in Tayport can encourage people to live sustainably.

### Curriculum Areas and Subjects:

<b>Reading</b>	Our class novel for this term is 'The Wild Robot' by Peter Brown. Our focus within our reading this term will be: <ul style="list-style-type: none"> <li>• I can summarise and explain the main points of a text, checking back if I need to.</li> <li>• I can make predictions based on my knowledge of the author, other books and personal experiences.</li> <li>• I can identify where language is used to create mood, build tension or paint a picture.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I am starting to use speech marks accurately.</li> <li>• I can attempt to create a turning point and or cliff hanger in my story writing.</li> <li>• I can identify the first person (I), second person (you) and third person (he/she/it/they) correctly as I write.</li> <li>• I can edit my work for spelling and punctuation.</li> </ul>
<b>Listening &amp; talking</b>	<ul style="list-style-type: none"> <li>• I am beginning to use different resources to enhance my presentation.</li> <li>• I can make comments and suggestions at appropriate times.</li> <li>• I can identify the main theme of audio/visual texts.</li> </ul>
<b>French (L2)</b>	We are continuing to develop our vocabulary by giving an opinion, discussing our hobbies and interests and looking at the weather.
<b>Spanish [L3]</b>	P5 -7 will improve their knowledge of Spanish culture and the countries that speak Spanish. We are very lucky to have a fluent pupil, helping us to lead this. We will learn basic language skills including introducing ourselves, food, weather conditions and parts of the body.
<b>Number, money &amp; measure</b>	<u>Fractions, decimals and percentages</u> <ul style="list-style-type: none"> <li>• I can give examples of where decimals are used in my everyday life.</li> <li>• I can estimate a simple fraction of a shape.</li> <li>• I can visualise some fractions that to help me order and compare e.g. <math>\frac{1}{4}</math> is less <math>\frac{3}{8}</math> because I can see <math>\frac{1}{4}</math> is the same as <math>\frac{2}{8}</math>.</li> <li>• I can compare simple percentages in real life situations.</li> </ul> <u>Money</u> <ul style="list-style-type: none"> <li>• I can calculate totals, change and coins/notes required up to £10.</li> <li>• I can compare costs from different retailers in order to work out the best value.</li> <li>• I can explain that in money, the decimal place actually refer to parts of a pound.</li> </ul>
<b>Shape, position &amp; movement</b>	N/A
<b>Information handling</b>	<ul style="list-style-type: none"> <li>• I can use a variety of methods to gather and display data e.g. tally marks, charts, tables etc.</li> </ul>

	<ul style="list-style-type: none"> <li>I can create and organise a variety of charts, diagrams and graphs.</li> <li>I can compare and discuss different displays of the same data e.g. bar charts, line graphs.</li> <li>I can carry out simple experiments involving chance.</li> </ul>
<b>Health and Wellbeing:</b> The 7 wellbeing indicators – <b>Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)</b> are covered throughout the year. We support this learning at Tayport Primary through:	
<b>Building Resilience – Unit 12 – Expect the unexpected</b>	<b>Key learning in this unit:</b> <ul style="list-style-type: none"> <li>Change is part of life.</li> <li>It's okay not to be okay.</li> <li>I have learnt ways to look after my mental health.</li> </ul>
<b>Physical Education:</b>	PE Skills we are developing: Fitness, athletics and the daily mile <ul style="list-style-type: none"> <li>I can practise consolidate and refine my skills to improve my performance, whilst developing and sustaining my levels of fitness.</li> <li>I can participate in physical activity where stamina is key to success.</li> </ul> Our gym days this term are: Monday and Friday. <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>	Relationships, sexual health and parenting curriculum - <a href="https://www.rshp.scot/">Learning-at-School-Second-Level-information-for-parents-and-carers (rshp.scot)</a> . P5 will be exploring friendships and relationships, personal space and boundaries and seeking help from adults.
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>I can develop and communicate my ideas demonstrate imagination and present at least one possible solution to a design problem.</li> <li>I can create images and objects which show my awareness and recognition of detail, through observing and recording my own experiences.</li> </ul>
<b>Science</b>	N/A
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>I can use primary and secondary sources selectively to research events in the past.</li> <li>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>I can build on my coding experience and can create, develop and evaluate computing solutions and response to design challenge.</li> </ul>
<b>Religious &amp; Moral Education</b>	<ul style="list-style-type: none"> <li>I can develop my understanding that people have beliefs and values based on religious or other positions. We will be exploring Humanism.</li> </ul>
<b>Supporting learning at home:</b>	
Homework is issued on a <b>Monday</b> . It should be returned on Thursday morning.  <b>Format of homework:</b> -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- After terms 1-3 providing generalised maths homework, spanning the breadth of the curriculum, this term we are prioritising rapid mental recall of multiplication and division facts. Please complete the exercise provided each week. We will be self-marking this on Friday mornings in class. -Sumdog logins have been issued to all to support mental maths learning at home. Please ask for another if you have lost this. -Reading Eggs (for specific pupils only) - <i>Strongly encouraging participation in the STEM challenge- see weekly update, week beginning 28<sup>th</sup> April for further details.</i>	
Refer to our school website for lots of useful information as well as our weekly updates: <ul style="list-style-type: none"> <li><a href="#">click here.</a></li> </ul>	