

4 CONTEXTS FOR LEARNING OVERVIEW



April to July 2025 - Primary 5/6

Opportunities for Personal Achievements

Outdoor Learning: Natural Connections Active Life - leisure hub	This term, in connection with our whole school topic -Tayport: Then, Now and Next we will be continuing our outdoor learning linked to the Natural Connections Programme through a series of community walks including the Tayport Heritage Trail.
TRACK Certificates	Every week we focus and reflect on how our school vision and values can support us in becoming stronger learners.
MAD groups:	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 .
P6 - Bikeability	I am developing my confidence in riding my bike safely on roads within the community.

Please email me/send me a message on Teams or via email with any news and a photo of **personal achievements out with school**: gw17gallacheraillidh@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 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 16th 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 – 19th/ 21st/ 23rd 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 31st May – Tayport Football Club will again be the venue for our sports day.

Tayport Then, Now and Next – Open Afternoon – Friday 13th 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 20th 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 P5/6 will be exploring our local area within the whole school theme of "Tayport – then, now, next".. P5/6 will be comparing different aspects of life in the past such as schooling, transport and land use and how these have developed over time. We will also be creating our own ideas as to how we think these aspects of life in Tayport will develop in the future.

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

- **Discovering nature**- We will be exploring how we can use the natural environment to aid the development of skills in a range of curricular areas.
- **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:

Reading	<ul style="list-style-type: none"> I can read between the lines using clues from action, dialogue and description. I can talk about the effects of different words and phrases to create different images and atmosphere. We will be using the context of our class novel 'The Wild Robot' to support the development of these skills.
Writing	<ul style="list-style-type: none"> I can write in the designated style in a lively, coherent and logical way with some confidence using sentences of different length. I can use appropriate style and format to convey information and apply key features of the chosen genre. I can use interesting and varied language within my writing.
Listening & talking	<ul style="list-style-type: none"> I can answer and create different types of questions: literal, inferential, extension, prediction, analytical and evaluative to show understanding of a variety of texts that I have listened to or watched. I am developing the ability to use what others say to build on my own ideas and thinking.
French (L2)	We are continuing to develop our vocabulary by giving an opinion, discussing hobbies and interests and the weather.
Spanish [L3]	P5 -7 will improve their knowledge of Spanish culture and the countries that speak Spanish. They will learn basic language skills including introducing ourselves, weather conditions and parts of the body.
Number, money & measure	<ul style="list-style-type: none"> I can estimate the position of a sequence of fractions on a number line. I can count in fractional amounts e.g. tenths, fifths, quarters, thirds. I can recognise and match simple equivalent fractions e.g. 5/10 is equivalent to a half. I know that simplifying a fraction means having the smallest possible denominator. I can investigate the factors and multiples of a whole number.
Shape, position & movement	N/A
Information handling	<ul style="list-style-type: none"> I can compare, discuss & interpret different displays of data e.g. bar charts, line graphs, pie charts. I can carry out simple investigations involving chance. I can use appropriate vocabulary; chance, likelihood, probable, improbably, certain, uncertain, possible, impossible, random, randomly.
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 12 – Expect the unexpected	<u>Key learning in this unit:</u> <ul style="list-style-type: none"> • Change is part of life. • It's okay not to be okay. • I have learnt ways to look after my mental health.
Physical Education:	<u>PE Skills we are developing: fitness and athletics.</u> Our gym days this term are: Tuesday and Friday. <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. • I can practise, consolidate and refine my skills to improve my performance, whilst developing and sustaining my levels of fitness. • I can participate in physical activity where stamina is key to success.
All other health and wellbeing work:	Relationships, sexual health and parenting curriculum - Learning-at-School-Second-Level-information-for-parents-and-carers (rshp.scot) . P5 will be exploring friendships and relationships, personal space and boundaries and seeking help from adults. P6 will be exploring our growing and changing body as well as how to respect and look after ourselves (personal hygiene).
Expressive Arts	<ul style="list-style-type: none"> • I can develop and communicate my ideas and demonstrate imagination and present at least one possible solution to a design problem. • I can create images and objects which show my awareness and recognition of detail.
Science	N/A
Social Studies	<ul style="list-style-type: none"> • I can use primary and secondary sources selectively to research events in the past. • I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmental responsible way.
Technologies	<ul style="list-style-type: none"> • I am developing my understanding of coding and use different programmes to create simple codes.
Religious & Moral Education	N/A
Supporting learning at home:	
Homework is issued on a Monday. It should be returned on Thursday morning. <u>Format of homework:</u> <ul style="list-style-type: none"> - Maths activity sheet consolidating previous week's learning. - Reading pages and reading activity from grid. - Spelling words provided and 1 activity per week to be chosen from grid. <u>Optional/Additional:</u> <ul style="list-style-type: none"> - Sumdog (log in details are provided at the back of your child's homework jotter) - Access the Reading Eggs website (only applicable to pupils who have been provided with a login in their homework jotter). <u>Useful websites-</u> <ul style="list-style-type: none"> • Topmarks.co.uk Keep times tables sharp (eg Hit the Button) • BBC Bitesize website • Toy Theatre → https://toytheatre.com/category/teacher-tools/ - virtual maths manipulatives to support math concepts e.g place value, fractions etc • Kitbag online → https://www.iffkitbag.com/kb/ - online activities to support emotional wellbeing which allows pupils to discuss how they are feeling. <u>Other Activities:</u> <ul style="list-style-type: none"> • Encourage independent use of Glow and Teams • Encourage reading, watching and listening to a range of genres • Read for pleasure as often as possible, or listen to audiobooks Logic puzzles such as Sudoku, Wordle, Globble	
Refer to our school website for lots of useful information as well as our weekly updates: <ul style="list-style-type: none"> • click here. 	