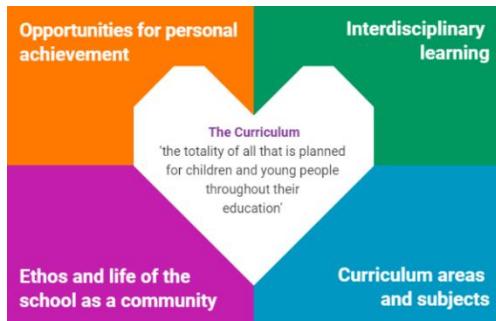


4 CONTEXTS FOR LEARNING OVERVIEW



April to July 2025 - Primary 6/7

Opportunities for Personal Achievements

Outdoor Learning: Natural Connections 1 Active Fife - leisure hub	This term in connection to our whole school topic of Tayport: Then, Now, Next we will be continuing our outdoor learning linked to the Natural Connections Programme through a series of community walks including the Heritage Trail. P7: We will be exploring the outdoors through a variety of different activities to build our skills in team work, communication, and leadership.
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**: 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 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 P6/7 will be exploring our local area within the whole school theme of "Tayport – then, now, next". We will explore the rich heritage and future of their local community by investigating changes in transport, school life, and farming. This will develop our understanding of how the past shapes the present. This topic will teach us skills in social studies, literacy, and technology while encouraging critical thinking and active citizenship.

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

Level One:

- 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 completing a litter pick.

Curriculum Areas and Subjects:

Reading	<ul style="list-style-type: none"> • Our class novel this term is Keedie by Elle McNicoll • I can respond to, and create, a range of questions to demonstrate my understanding of texts. • I distinguish between fact and opinion and can recognise techniques used to influence the reader.
Writing	<ul style="list-style-type: none"> • I write in the designated style in a lively and coherent and logical way with some confidence using sentences of different length. • I can use descriptive language relating to size, colour, number, texture, position, etc. • I can use appropriate style and format to convey information and apply key features of the chosen genre.
Listening & talking	<ul style="list-style-type: none"> • I can identify and discuss key words and phrases from audio/ visual texts and can organise these under my own headings. • I can respond appropriately to the points of others and can offer my own opinion.
French (L2)	<ul style="list-style-type: none"> • I can say and write information about myself, including my age, nationality, where I live and my date of birth • I can use and understand short phrases related to food (buying and ordering)
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 find a fraction of a quantity by dividing by the denominator then multiplying by the numerator and can use this knowledge to solve problems in everyday contexts. • I can convert fractions to percentages for comparison. • I can use my knowledge of fractional equivalences to simplify e.g. $\frac{2}{4}$ can be simplified to $\frac{1}{2}$. • I can work out more complex algebra equations where the unknown value is represented by a symbol or a letter.
Shape, position & movement	N/A
Information handling	<ul style="list-style-type: none"> • I can assign a numerical value to the probability of simple events e.g. one in six chance I will roll a four. • 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	<p>Key learning in this unit:</p> <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:	<p>PE Skills we are developing: Athletics & Netball</p> <ul style="list-style-type: none"> • 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. • I can improve my range of skills, demonstrate tactics and achieve identified goals. <p>Our gym days this term are: Monday 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.
All other health and wellbeing work:	<p>Relationships, sexual health and parenting curriculum - Learning-at-School-Second-Level-information-for-parents-and-carers (rshp.scot).</p> <ul style="list-style-type: none"> • P6 will be looking at our growing and changing body as well as how to respect and look after ourselves (personal hygiene). • P7 will be looking at how human life begins and develops.
Expressive Arts	<ul style="list-style-type: none"> • I can develop and communicate my ideas demonstrating 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, through observing and recording my experiences.
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 environmentally responsible way.
Technologies	<ul style="list-style-type: none"> • I can create a programme for a screen game using variables and conditional repetition and demonstrate to others using. • I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.
Religious & Moral Education	N/A
Supporting learning at home:	
<p>Homework is issued on a Monday.</p> <p>It should be returned on Thursday morning.</p> <p><u>Format of homework:</u> Spelling & Reading Grids and weekly maths homework.</p> <ul style="list-style-type: none"> • Access Reading Eggs https://readingeggs.co.uk/ • Access Sumdog (P4-7) https://www.sumdog.com • Topmarks https://www.topmarks.co.uk/ • Newsround https://www.bbc.co.uk/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? 	

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

- [click here.](#)