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| **Primary 5 Term 1 Curriculum Newsletter**Mrs Cole & Mrs Moran |  |
| **What we are learning about:** |
| **Numeracy** We will be learning to count, order, round and partition four digit numbers. We will learn about the links between multiplication and division as well as finding equivalent and simplifying fractions. We will also be looking at measuring area and perimeter. We will regularly explore and use problem solving strategies to apply our skills and knowledge to real life situations. | **Literacy**We will be learning to spell new and tricky words with a new spelling pattern each week. We will revisit and up-level our grammar skills which will improve our ability to write both recount and explanation texts. We will focus on our ability to question and summarise what we read and also work on sharing our work orally with our classmates. |
| **Health and Wellbeing**We will work together to create a Class Charter which reflects our class values and helps us to follow the St Paul’s Way. We will focus on ways to form positive relationships with others. We will also examine a range of ways to keep our bodies and minds healthy. | **RERC**We will discuss our individual gifts and talents in order to develop ways we can enhance and develop them. We will also focus on the importance of always trying our best to make good choices through the guidance of God and to follow His good example. |
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* Suitable jacket and shoes for a range of weathers.
* Full bottle of water (or two).
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| **Throughout the term we will study different themes:*** Staying safe, healthy and following the St Paul’s Way
* One Scotland, Many Cultures.
* People in the past, with a focus on the Victorians.
 | A group of children in a classroom  Description automatically generated |
| Homework * **Learn your new spelling list** and complete relevant activities each week (see Showbie).
* Take a photo of any completed numeracy work and submit it via **Showbie** by Friday.
* Weekly challenges will be issued on **Sumdog** and **Studyladder** –P5 have passwords.
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