



# Primary 7/6 Bulletin

## October -December 2021

Welcome to the Primary 7/6 Bulletin for Term 2. As you will see, we have a very busy term in prospect and lots to look forward to. I hope you find the Bulletin useful.

### Reflection on Term One

- Term One was a busy term. Many new and different procedures have been put in place since starting in August—yet the children have coped really well with everything, taken the changes in their stride and are now very settled in class and used to the new classroom routines.
- Classwork this term has progressed well. We spent some time revising and consolidating maths strategies and procedures before moving on to working on new concepts.
- We have been working on planning our writing using mind maps and looking at how to give quality feedback when peer assessing. In our reading discussions, we have been working on our listening skills, co-operating and how to answer in detail, both orally and in writing.
- Outdoor Learning has become a feature and we have managed well despite our changeable weather! We have many of our P.E. lessons outside and we completed several Maths Week challenges too.
- Our Magic Torch comic workshop was enjoyable, and we learned lots about the science of comics as well as helping to script our own comic for the Inverclyde “Tales of the Oak” storytelling festival, which will be held on Sat 28<sup>th</sup> October 6pm at the Beacon Arts Centre.
- Our Boozebusters sessions run by Inverclyde CLD began at the end of Term 1 and we have two more sessions this term. In these sessions, we are learning about alcohol through the ages; why people drink; the effects of alcohol on the body and positives and negatives of alcohol. Our final session will end with us making and trying some mocktails!
- Our topic for last term was Space and we will finish this at the beginning of this term by looking at space travel and pioneers in the space industry, including three African American female mathematicians who worked for NASA.



Hopefully you will have been able to watch our class assembly online. If not here is the link - <https://youtu.be/v3ssFqU3ukw>

## Health and Well-being –Our Bodies/ Medicines and Diseases

This context will encompass Social Studies; Literacy; Technology/ICT; Art and Science. The primary focus will be on Health and Well-being, which will include-

- Recognising the importance of embedding activity into your daily life.
- Investigating how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet.
- Investigating some different food groups and find out why a variety of foods is important for a healthy diet.
- Finding out how nutrients and water are transported in the human body. To find out how nutrients and water are transported in the human body – body systems.
- Investigating what happens to the heart when we exercise and why.
- Investigating how muscles move the skeleton and how muscle activity requires increased blood flow.
- Investigating the effects of tobacco and other drugs on the body.
- Studying the medical practices of prehistoric civilisations and Ancient Egyptians.
- Discovering the Roman attitude towards health and medicine and how the Greeks influenced this.
- Investigating medieval medicine and the events during the Black Plague.
- Exploring the medical practices of the Tudor period.
- Researching the medical advancements and significant people during the Victorian period.
- Exploring medicine in the 20th and 21st centuries.



## China

This context will encompass Social Studies; Literacy; Technology/ICT, R.M.E. and Art. The primary focus will be on Social Studies, which will include:

### History of China –

- Investigating the power and influence of the great Dynasties of Ancient China; How have their actions affected the world today?

### The Land –

- Where is China? –in world; in Asia; regions of China.
- Using a map to plot key features such as mountains, deserts, main rivers.
- Looking at the average monthly temperatures and/or rainfall of both North/South China and Scotland and compare them.
- Identifying animals and birds specific only to each country.
- Finding out which animals are endangered.



### Environment and climate –

- Identifying the main types of natural disasters that occur in various areas within China, floods, earthquakes, droughts and landslides.
- Studying the different types of housing in different regions of China and why they are designed the way they are- Compare them with the different types of housing in Scotland.
- How has the climate and physical environment affected the types of housing designed?

### The country and its people –

- Investigating the range of ethnic groups.
- Finding out what an ordinary school day is like for a Chinese child and compare to school day in Scotland.

### Land use –

- Studying the main uses of the land in both countries such as farming and industrial areas and how this affects population.
- Plotting populations of the main cities of both countries and find out how this affects the economy.
- Exploring the main types of industry found in China and Scotland today.
- Identifying the main reasons that have enabled China to become a major economic force.
- Main causes of pollution from the various industries in China (coal) and Scotland.

### Lifestyle –

- Identifying the staple foods of China.
- Comparing a traditional Chinese meal with a traditional Scottish meal- what are the health implications regarding each diet.
- Studying various traditions of China such as language, styles of writing, traditional tales, use of the willow pattern.
- Finding out about the types of travel used in China, traditional- rickshaws, bicycles/modern – trains etc. to create a power point showing the evolution of transport through the ages in China and/or Scotland
- Identifying famous ancient landmarks such as Great Wall of China, temples, why were they built, where are they? Compare to Scotland.

### Literacy

This term, work will include:

- Big Write – we will focus again on VCOP and will practise these targets in a variety of creative writing passages and stories.
- Comprehension of familiar and unfamiliar texts; context clues; reading between the lines; analysis of texts.
- Descriptive writing –continue to develop VCOP skills and higher order thinking skills.
- Reciprocal Reading –we will begin work on this to further develop the strategies of predicting, clarifying, questioning, and summarising.
- Grammar and dictionary skills.

- Writing in paragraphs.
- Punctuation –dash, brackets, colon, semi-colon, question mark, exclamation mark.
- Listening and talking in groups –being the leader; taking turns; discussing.
- Listening for information.
- Persuasive writing -looking at how to influence the reader through vocabulary and/or use of language.
- Discursive writing- researching a topic and putting across a particular viewpoint relating to the topic but still discussing both sides of the argument. This will involve the children having to weigh up both sides of an argument before making their decision.

## Maths

\*All groups to work on times tables – needs constant practice and revision. In general, the children will work as two groups (P7 AND P6) with varying degrees of support.

- Mental maths strategies – Number Talks
- Times tables
- Problem solving

### P6 –

- First and Second Decimal Places
- Time –durations, 24-hour, calendar
- Timetables
- Probability
- Tessellation
- Multiples/Factors/Prime numbers
- Co-ordinates

### P7 –

- Third decimal place
- Negative numbers
- Factors/Prime numbers
- Long multiplication -x by 2 numbers
- Long division - ÷ by 2 numbers
- Percentages
- Co-ordinates

## Newsround

Each day we will continue to watch and discuss Newsround. Many of the topics covered each day prove to be valuable talking points. Each Friday, we try the quiz to see how well we have been listening!



## Learning Journals

I hope you are enjoying reading the children's Learning Journals that are coming home every fortnight. We discuss in class what the children would like to include in their Journals, and we spend time thinking about the language of learning.

This is just a sample of what we hope to cover this term!! Please remember if there are any concerns, don't hesitate to get in touch with me. Any help you can give to the pupils at home is much appreciated.

*Rhona Findlay  
(Class Teacher)*