

## TERM 2 NEWSLETTER

Here are the main areas of learning for P6 Please note that all children learn and make progress at different rates. Some learners require further challenge, whilst others require support and consolidation of previous learning.



Cursive Handwriting Listening and Talking Spelling: representations of /ee/, /igh/, /sh/, /u+f/ The suffix- 'fy' Root word meanings and spelling Grammar - adverbs, modal verbs showing possibility, prepositions and figurative language. Writing - using the single paragraph outline to plan and write reports and persuasive writing. Reading strategies - oral reading fluency; skimming and scanning; finding and using information; making and organising notes. Novel Studies - Greta's Story by Valentina Camerini and The Blitz Next Door by Cathy Forde

Scots Language



Ongoing practice of metal agility across all operations. Ongoing practice of formal methods of calculation across all operations.

**Fractions:** equivalence, simplifying fractions, finding unit and non-unit fractions of amounts, converting between mixed numbers and improper fractions.

Decimals: place value to two decimal places; counting in tenths and hundredths; sequencing and ordering to two decimal places; adding and subtracting; multiplying and dividing by 10 and 100; multiplying and dividing by a single digit; problem solving with decimals in the context of money.
Percentages: equivalence of common fractions and decimals; expressing percentages as fractions and decimals; calculating percentages of amounts using fractions.

and the second





My Relationships: developing empathy, compassion and tolerance. Circle Time Wellbeing Indicators: Active, Responsible, Respected

> PE Gymnastics



Social Studies - World War II and the local context of The Greenock Blitz. Laudato Si/Eco Education. Democracy Racial Equality - Show Racism the Red Card Eco Pupil Voice Group Digital Literacy- Presenting -Powerpoint, Microsoft Sway Coding - Scratch, Sonappa Bandlab



Pope Francis Faith Award Laudato Si Lent and Easter