

Balmalloch Primary School and Nursery Class



Class Newsletter

responsiBility

grAitude

BELIEVE IN YOURSELF

huMility and forgiveness

perseverAnce

Love

ACHIEVE YOUR GOALS

hOnesty and generosity

Compassion and respeCt

friendsHip & family

A PLACE OF ENTHUSIASTIC LEARNING AND ACHIEVEMENT

Welcome parents and carers to Primary 5B's newsletter for Term 1.

I would like to take this opportunity to equally welcome your child back to school, to our P5B class and to introduce myself to you as your child's new teacher. Although this will be my fifth year teaching in Balmalloch Primary School, I am aware most of you will not know me, which I hope changes throughout the year. I feel very excited to be working with this class and the pupils of P5B have had a super start to the year already. The class have been eager to learn, they have been polite, respectful and an absolute joy to work with. I am looking forward to facilitating your child's learning and supporting their academic progress, however their welfare will always be my priority.

I understand that returning to school can sometimes be challenging for children and anxieties can be heightened. Please be assured that our Primary 5 class will be built on an ethos of respect, positive reinforcement and engagement with learning. I will do my best to make all children feel welcome, safe and valued. I will encourage children to take pride in their work and their choices and I hope they enjoy their learning experiences.

As reading is a main priority for the pupils of Balmalloch Primary School, I will be encouraging the class to read most days and I would appreciate your support with this at home. Please feel free to write in your child's homework jotter the book that they are reading and the pages they have read if this helps make them more accountable for reading! Please remember that any and all reading is encouraged, whether it is non-fiction, magazines, comic books, novels or poems. I have told P5B that they are more than welcome to borrow and take home books from our class library as long as these are returned. I will also be setting the class up with Epic which is an online library the class can access during school hours. I know some of you will be used to receiving your child's reading book home for you to review with your child. As your child is in P5 and most children will be reading novels, it is **unlikely these books will be sent home**. At the start of Term 1 all children participate in reading through a shared modelling block, so these books will not come home, however I will try when possible in the future to select books that your child can bring home.

The format to our termly newsletters has changed slightly and you will see an overview of your child's learning for the term in a summarised grid below. Here you will also find standard information about Balmalloch Primary School's Homework Policy, our Snapshot Jotters and our Class Charter. To promote accountability for choices and to create a calm, happy and inclusive environment, the children of P5B have worked together to construct a class charter. There will be a particular focus on our school values

throughout the year; P5B's values are Honesty and Generosity. Children will be aware of their rights and encouraged to explore these throughout the year whilst focusing on a different school value each month.

As you will be aware, every two weeks the pupils will attend a Star Pupil assembly. Two pupils are chosen from each class who have demonstrated the values of our school. In addition to this, I will be running different positive behaviour management strategies in our class that will recognise and reward pupils for their efforts and commitment to learning. The Cool Class Cup can also be won by a class who have shown team-work and respect and we will be striving to achieve this! Every alternate week there will also be a Wider Achievements Assembly which will celebrate the achievements of children out with school. As part of Balmalloch Primary School's behaviour management policy, it is possible that a child may be issued with a Blue Slip. This slip would be sent home with your child and highlights any behaviours (usually those which are persistent or serious). The next day the child would spend their break with their relevant member of management as an opportunity to reflect on their future choices. Whilst I hope this will not be necessary with our class, I would like to ensure you are aware of the school's procedures.

I would also like to highlight some changes to staffing in Balmalloch. Miss McCarthy remains our Head Teacher with Mrs Diamond as our Deputy Head Teacher. As part of our Senior Leadership Team we also have Mr Paterson and Mrs Simpson who are the Principal Teachers. Whilst Miss McCarthy will continue to be responsible for the whole school, Mrs Diamond will be the lead contact for P1, P2 and P3, Mrs Simpson will be the member of management responsible for P4 and P5 whilst P6 and P7 will answer to Mr Paterson. I have explained this set-up to the pupils of P5B and they have met and are familiar with Mrs Simpson. Should you wish to raise any concerns or provide feedback (other than to myself), I would suggest you contact Mrs Simpson or Miss McCarthy. Additionally, Mrs Hamilton has joined the school as the P5A teacher. It is likely we will work closely with the pupils of P5A and Mrs Hamilton for collaborative learning and shared learning experiences.

Different aspects of Health and Wellbeing education permeates our school day and each day begins with an 'Emotional Registration' check-in and follow up discussions. We have a class 'worry monster' and time is always set aside to discuss children's emotions and concerns. This year the class teachers will lead learning in Health and Wellbeing linked to the SHANARRI indicators. During my NCCT (non-class contact time) which is a Wednesday morning 9-11.45, Miss Paterson will lead the class and there will be a focus on writing, particularly grammar concepts. P5B will also have gym with myself on Tuesday mornings, which will be indoors and on Friday afternoon, which will be outdoors. Our gym days therefore are **Tuesdays and Fridays**. Please could you ensure that on these days children attend school wearing comfortable shoes, black jogging bottoms/leggings and a white polo-shirt. If pupils want to change into trainers or more suitable footwear for sport, they can do this on PE days. Please ensure that all of your child's clothes are **labelled** and he/she refrains from wearing jewellery on these days. If your child has earrings which cannot be removed for several weeks, please try and cover them with tape on P.E. days (e.g. Micropore), for health and safety purposes. Although our gym days are Tuesdays and Fridays, it is also very likely that we will be outside or participating in active learning on other days so if you could please make sure your child has an appropriate jacket each day that would be much appreciated.

As Balmalloch Primary School is a Health Promoting School, could you please ensure that your child only brings water to drink in class. Water bottles can be refilled throughout the day as fruit juices/cartons should only be consumed at lunch. Although gym days are Tuesdays and Fridays, outdoor education and activities such as the Daily Mile will often be incorporated in to learning so it would be helpful if children brought a water bottle each day.

If you could also please ensure your child brings their homework jotter in to class each day. At the start of each week (usually a Monday and Tuesday), children will write their spelling words and/or phoneme focus in their homework jotter to allow practise to be completed at home should you wish to do so. The method of learning children respond to, along with the rate at which they learn differs, meaning children may be in different groups throughout the year and have different aims. P5 children typically focus on homophone

words, spelling rules, affixes and tricky words which require the use of spelling strategies. The spelling strategies that children learn in class are:

- Sounding out letters
- Syllabification
- Words within words
- Compound words
- Use of analogy
- Mnemonics
- Applying a spelling rule

Children should be encouraged to explain these strategies to you and show you how these can be used to help with spelling. However, some children may continue with focus aimed at consolidation of phoneme families.

As always, I am very grateful for your support during your child's learning. Please remember to follow our school twitter @balmalloch for regular school updates and photos of our work in class. Should you wish to discuss any aspect of your child's learning or welfare please do not hesitate to contact me. You can phone the school office to request a call back or send a note in with your child.

I am very excited for the year ahead and I look forward to speaking with you all soon.





Kind regards,
Miss D Wright





Class Teacher

Family Learning - Ways You Can Help Me At Home - Parental Partnership:

Educational Site	Pupil/School Login	Pupil Password
GLOW		
Education City		
Sumdog		
Twitter	@balmalloch	N/A
Discovery Education: Espresso	student13853	balma110ch (digits in middle)

What I am learning this term:

<p style="text-align: center;">Health and Wellbeing</p>  <p>PE and Sport: Possession Games - Tennis and Fitness HWB: SHANARRI Indicators - Safe and Healthy and Developing a Growth Mindset</p>	<p style="text-align: center;">Expressive Arts</p>  <p>Art & Design: Use paint, pastel and collage work based on Matisse and Cezanne artwork. Drama: Role-play, freeze frames and hot-seating related to the reimagining of actual events, character scenarios and responses Music: Keeping the Rhythm and Beat</p>
<p style="text-align: center;"><u>Mathematics and Numeracy</u></p>  <p>Numbers: extend use of numbers up to and beyond 4 digits, round to the nearest 10, 100 and 1000, compare and order numbers up to 1000, use mental strategies for addition and subtraction - complements of 100, use formal methods of addition and subtraction, recall table facts quickly and use multiples of 10 and 100 to create new facts, use symbols and signs to describe number relationships Measurement: estimate, measure and record the capacity, length and weight of various objects using a range of measuring instruments, convert between units of measure, estimate and measure the area and</p>	<p style="text-align: center;"><u>Literacy and Languages</u></p>  <p>Listening and Talking: contribute to class discussion about texts read, give opinion on themes read, share previous knowledge Reading: make appropriate predictions about what will happen in a text, use visualisation to explain my understanding of plot, characters, settings and themes, read between the lines to discover what the author wants the reader to think, understand and value, explore the meaning of tricky or unfamiliar words Writing: Focus on Recount and Narrative Genre Grammar: Consolidation of Proper Nouns, adjectives, verbs, connectives, onomatopoeia and similes, recap</p>

<p>perimeter of 2D shapes, calculate the area of rectangles and squares</p>	<p>use of question marks and exclamation marks, focus on speech marks and adverbs Modern Languages: French - Greetings, Feelings, Classroom Talk and Classroom Objects</p>
<p style="text-align: center;"><u>Social Studies</u></p>  <p>People, Past Events and Societies: Scotland and French Landscapes Topic. Compare and contrast different aspects of France and Scotland, explore differences and similarities, name and describe rivers, railways, and landmarks.</p>	<p style="text-align: center;"><u>Religious and Moral Education</u></p>  <p>World Religions: Islam - The Mosque. Explore different places of worship, identify the 5 pillars of Islam, name the various features of a mosque, and explain their significance, explore the practises and events that take place within a mosque.</p>
<p style="text-align: center;"><u>Technologies</u></p>  <p>ICT: Develop skills in digital technology; create and save documents using Word, Publisher and PPT, store, share and collaborate using online cloud-based services.</p>	<p style="text-align: center;"><u>School Values</u></p>  <p>Primary 5's School Values: <u>Honesty and Generosity</u></p>

Homework:

Each term a grid will be given out with a variety of homework activities, these tasks are optional and can be returned to class for correction. The main emphasis of homework is reading. Each child should complete a minimum of 20 minutes reading per night which will support reading activities in school. As I have mentioned above, please feel free to write the book your child is reading and the pages they have read in their homework jotter which they can hand in for me to review; this will hopefully promote accountability and collaboration between school and home work. I have also encouraged children to take home books from our class library if they wish to do so.

Snapshot Jotters and Learning Logs:

Each year, children will be given a Snapshot Jotter specific to their stage (P1-P7). The jotter will include a 'snapshot' of children's work each term in Numeracy and Maths and Literacy Across the Curriculum providing evidence of learning and achievement. The Senior Leadership and Management Team will monitor these jotters as part of Quality Assurance procedures, including a Kind, Specific and Helpful comment to support children's progress. In addition, parents and carers will also be asked to comment on their child's work each term, improving partnership working to support a holistic approach to learning and progression.

Learning Logs will also be provided but these jotters are kept for a three year period - Early Level/First Level/Second Level which will contain the following, depending on the level:

- 50 Things to do before you are 11 $\frac{3}{4}$

- Number Square
- Words I use a lot
- Conjunctions/Connectives
- Homophones
- Days of the week/Months of the year/Colours
- Punctuation
- Language Devices
- Parts of Speech
- Writing Targets
- Novel Studies
- Comprehension Strategies
- Pupil Profile
- SHANARRI Web (Safe/Healthy/Achieving/ Nurtured/Active/Responsible/ Respected/ Included) Pupils
- SHANARRI Web (Safe/Healthy/Achieving/ Nurtured/Active/Responsible/ Respected/ Included) Parents & Pupils
- Four Capacities
- Self-Assessment
- Progress Report
- Target Setting/Benchmarks

Class Charter:

As a Rights Respecting School and in our journey to become a School of Character, our class has determined and agreed upon their own Class Charter to ensure everyone's rights are being met and to encourage a positive and productive learning environment. Our Positive Relationships and Behaviour policy has been devised to reflect the views of all stakeholders and ensure our school values are reflected in all aspects of school life.

Balmalloch Primary School and Nursery Class



Home Learning Tasks Term 1

Every child should be encourage to complete reading homework every night for 15-20 minutes and record this in their Reading Record. Include:

- Reading on your own
- Reading with a partner (e.g.) brother, sister, friend
- Being read to by an adult

Below are additional activities that you can discuss with your parents/carers and complete if you choose to do so. Please hand in finished homework to your class teacher on completion.

<p>With your adult's supervision, estimate then measure and record the capacity, length, and weight of a variety of items around the house. Once you have measured these items use <, > or = to write sentences about the information you have found out.</p>	<p>Create a PPT presentation or poster explaining the different spelling strategies that can be applied to words. Why not create your own 'classroom' and teach the spelling rules to your adult, a friend, a sibling or even your cuddly toys.</p>	<p>Choose a character from a story you have read at home or in class. Use this character to write your own short story. In your story, try to use dialogue between two characters, a main event with some descriptive language and a conclusion.</p>
<p>Practise reading and verbalising 4 digit numbers. Take alternative turns rolling a dice with a partner to see who can create the largest number. Teach an adult how to play 'number hangman', or 'guess my number', reinforcing place value. You could also teach your adult some of the strategies we use in class - such as partitioning.</p>	<p>Create a poster that explains how and when to use different aspects of grammar. It could contain information and examples of the use of adjectives, adverbs, similes and onomatopoeia. Or it could focus on the rules (with examples) of using speech, questions marks and exclamation marks.</p>	<p>Roll a dice or choose a 4 digit number to start with. Round this number to the nearest 10, 100, and 1000. Ask an adult to race you at rounding! Research how many Asda, Tesco, Lidl, Aldi and Sainsbury's stores there are in the UK. Order the supermarkets from the most to least stores. Round the number of each store to the nearest 100 or 1000.</p>
<p>Can you keep a sleep, exercise, and feelings diary for a week? Think about how you feel before and after you exercise, does anything change? Look at how much sleep you get during the week compared to the weekend, does that differ?</p>	<p>Find fun ways to practise your spelling words or phoneme families. You could paint them, create them with shaving foam, spell them on the ground with chalk, or think of your own ways! Your spelling/phoneme words for this Term are in a grid below, please check your own group.</p>	<p>Create a fact-file for an athlete of your choice. It could be a tennis player (as we will be practising tennis this term) or a dancer, footballer, runner, swimmer - you choose! Try to find out about how often and where they train, what they eat and drink and what their goals are in sport,</p>
<p>Research and find out about famous still life or collage artists or art that has been created using these methods. Practise some of these techniques at home. Which type of art do you prefer? Why not ask an adult to help you create a collage that is all about your family?</p>	<p>Research the 5 pillars of Islam, particularly Zakat. Does this pillar of Islam remind you of or share anything in common with aspects of other religions you have learned about or heard of? Explain how this pillar of Islam links to Balmalloch Primary School's values.</p>	<p>Create a freeze frame or short drama that highlights an example of P5's values: Honesty and Generosity. Ask an adult, friend or sibling to act out or role-play a scenario that demonstrates these values.</p>
<p>Choose 10 food items from around the house and write them down. Check and write down their 'use by' or 'best before' date and where they are stored. Do you notice anything similar or different about the products and their dates? Do any of these foods contain ingredients that are in bold? What are they?</p>	<p>Create a poster or Word document that illustrates or explains an 'ideal kitchen'. This should contain information on how and where food is stored, risks of cross-contamination, safe storage of utensils, the cleaning of food preparation areas and the importance of hand-washing.</p>	<p>In class we are learning about the landscapes of Scotland and France. Please feel free to find out more information about France at home. You could research the Louvre Museum, the Eiffel Tower, the Arc de Triomphe, famous French people, French food or aspects of France that interest you.</p>

Phoneme and Spelling Words for Term 1

Below you will see the phonemes and spelling words that each group will focus on. The format of spelling and phoneme work may differ for each group meaning some groups will spend one week on phoneme and spelling words whilst others will spend two weeks on their words. These are the words I would recommend you practise with your child at home, your child should be able to talk you through their learning with their sounds and strategies, they will also know which group they are in. We will also focus on topic specific words and common tricky homophone words such as their/there and they're, which/witch, where/were etc.

<u>Snowdrops Spelling Group</u>	
<u>Phonemes</u>	<u>Spelling Words</u>
'ea' as in break	white why also turn great
'ou' as in would	should would open song hard
'ey' as in money	read call even fly close
'ie' as in field	begin follow often letter woman
'oe' as in toe	write answer began heat page
'ou' as in thought	walk water picture once until

<u>Sunflowers Spelling Group</u>	
<u>Phonemes</u>	<u>Spelling Words</u>
'o' as in some	month together work Saturday Sunday
'ch' as in chef	try real eye low animal such
'ti' as in station	talk air lift land need move
At this point, after a week of consolidation, most children in this group will hopefully move on to the next stage of spelling and phonemes which follows a slightly different format. Two weeks are spent on the phoneme family and two weeks are spent on spelling words, alongside a spelling rule.	
Phoneme family - 'ae' - a-e, ai ay, ea, ey	above breakfast cupboard eight eighteen experiment first hear listen nine nineteen million surprise care busy
Phoneme family - 'ee' - ea, e, ie, e-e	accident below cloudy eleven football group holiday I'm I've playtime practising whispered emotion knew biscuit

<u>Brambles Spelling Group</u>	
(2 weeks are spent on the phoneme family, 2 weeks spent on spelling words alongside a spelling rule)	
<u>Phonemes</u>	<u>Spelling Words</u>
Phoneme family - 'ou' -ou, ow	screamed seem brought whole opened leaves gone television mouse mice squirrel wonderful without spelling greater
Phoneme family - 'oi' - oy, oi	Glasgow Airdrie Motherwell Aberdeen Stirling Edinburgh Inverness Perth Ayr Girvan Dundee Scots city castle here
Phoneme family - 'k', c, k, ck, ch	ate better scary police white purple yellow tries tried turned wanted piece peace arrive high