

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 6's newsletter for Term 3.

I would like to take this opportunity to welcome your child back to school and to our P6 class. I feel very privileged to be working with some familiar pupils and families and equally excited to be meeting new pupils. The pupils of P6 have had a super start to the year already; they have been eager to learn, polite, respectful and an absolute joy to work with. I am looking forward to facilitating your child's learning and supporting their progress, however their welfare will always be my priority. P6 pupils will enter and exit the school through the senior gate. They will line up in the senior playground and this is the area they will use for break and lunch.

I understand that returning to school can sometimes be challenging for children and anxieties can be heightened. Please be assured that our Primary 6 class is 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.

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 P6 have worked together to construct a class charter. There will be a particular focus on our school values throughout the year; P6's values are Humility and Forgiveness. Children will be aware of their rights and encouraged to explore these throughout the year whilst focusing on a different school value each month.

This year the class teachers will lead learning in Health and Wellbeing linked to the SHANARRI indicators. Miss Paterson Wednesday morning (10:45-12:12) during which she will lead learning in grammar and writing. P6 will have gym with myself on Monday and Thursday afternoons, the Thursday session will be outdoors. Our gym days therefore are **Monday and Thursdays**. 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.

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 Thursdays, 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), children will write their spelling words in their homework jotter to allow practise to be completed at home should you wish to do so. In P6 children 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.

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, send a note in with your child, or email.

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

Kind regards,

Mr B Clark
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: Scottish Country dance and Hockey (Monday indoor and Thursdays outdoor) HWB: SHANARRI Indicators -</p>	<p style="text-align: center;">Expressive Arts</p>  <p>Art & Design: Scottish artists Drama: Play, mime, improvisations and freeze frames related to topic Music: Keeping the Rhythm and Beat</p>
<p style="text-align: center;">Mathematics and Numeracy</p>  <p>Numbers: Division and divisibility expanding our knowledge to incorporate new skills as well as further develop skills that have been previously learned. This will also lead on to fractions and finding fractions of both a shape and an amount. Time- Focusing on both analogue and digital time as well as timetables. Reading times down to minutes past and to on both types of clocks. Adding and subtracting hours and minutes onto times. Creating and reading information off of timetables.</p>	<p style="text-align: center;">Literacy and Languages</p>  <p>Listening and Talking: contribute to class discussion about texts read, give opinion on themes read. The children will also be taking part in a class assembly focussed on a topic from this year. Reading: make appropriate predictions about what will happen in a text, use visualisation to explain ideas, read between the lines to discover what the author wants the reader to think, understand and value Writing: Focus on persuasive and explanation writing. Modern Languages: French - Greetings, Numbers, Calendar and pets.</p>

Science



The Water Cycle- This will be the focus alongside or main topic of Clyde in the Classroom. We will be focussing on what the Water Cycle is and how we can conserve water to be more sustainable.
Clyde in the Classroom- The children will be focusing on trout and will be looking after our own batch of trout eggs before releasing them into a local burn.

Religious and Moral Education



World Religions: Judaism- focus on Bar and Bat Mitzvah, the coming of age ceremony. We will also be looking at the main beliefs and some notable characters from the faith.

Technologies



ICT: Developing skills in digital technology; creating and saving documents, using additional features e.g. insert tables, graphics & hyperlinks.

School Values



Primary 6's School Values:
Forgiveness & Humility
Perseverance

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. This should be recorded in your child's reading record. Each night the pages read should be recorded in the jotter and the entry signed by a parent. This record will be checked weekly.

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

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Home Learning Tasks

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>Use a magazine, newspaper or a novel and see if you can find your weekly common words in the text. Copy the sentence that the word is in so you can understand how the writer would use these words in a specific context.</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. Before you start, create a visualisation mind map of what you know about the character so far; think about evidence from the story or what the author has inferred. In your story, try to use dialogue between two characters, a main event and conclusion.</p>
<p>Practise your times tables and pay particular attention to the tables that you find most difficult. Look closely at them and see if you can notice any patterns in them. Test yourself by extending beyond 12 for example 7 x 15.</p>	<p>Practise reading both analogue and digital clocks. You could create your own analogue clock. Practise adding on hours and minutes as well as taking them away from any time.</p>	<p>Roll a dice or choose a 2 or 3 digit number to start with. Roll the dice or choose another 1 digit number to multiply the 2 or 3 digit number by. Repeat these steps 10 times and answer the questions. Then get an adult to test you with a few 4 digit numbers.</p>
<p>Research famous Scottish artists: Steven Brown, Charles Rennie MacKintosh and the Glasgow Boys would be good examples. Try to recreate one of their images or find something near your house or in your house to draw in one of their styles.</p>	<p>Research the main beliefs of the Jewish faith and note down what they believe. Create your own version of their commandments. These are rules that you would follow to live a 'good' life.</p>	<p>Research the Clyde river and find out about some of the animals that can be found there. What kind of habitats do they live in? What food do they eat? Are they native to the area or are they an invasive species?</p>
<p>Help your adult create a healthy meal. Create a dish that includes foods from more than one 'food group'. Investigate the recommended daily intake of sugar, fat and salts for an adult and then for a child. Is there much difference? How do you think your diet compares to these recommendations.</p>	<p>Create a frequency chart measuring the amount of days in February or March that are rainy, sunny, windy, icy, snowy and cloudy. Then use the information to create a bar chart or line graph.</p>	<p>Create a comic strip that includes a character who has to show Balmalloch Primary School value's of perseverance. This could be a story that you have made up or of a time where you have persevered to overcome a challenge.</p>

