

## Balmalloch Primary School and Nursery Class



### Class Newsletter - Term 3

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**

Dear Parents and Carers,

Welcome to the Term 3 newsletter for Primary 5/6. I hope you had a relaxing and fun festive period with your children, and I would like to wish you all the best for 2025. Term 3 is our longest term, and I am eager for the children to seize this opportunity to re-focus on their learning and take pride in their work. Our P5/6 class have had a fantastic first half of the academic year. We were delighted that our hard work in our Enterprise project resulted in us raising the most funds for the school! We have also enjoyed regular trips to the library, meeting a local inspiring author and visits from our topic experts.

My approach to learning and teaching will continue to be based on Balmalloch Primary School's Positive Behaviour Policy. Additionally, I will use positive reinforcements and reward systems that promote reflection of behaviour and an intrinsic desire to display our school values throughout the day.

In Term 1, Balmalloch Primary School liaised with the PTA and Parent Council to create a new Homework Policy. Each class will now issue a Homework Grid at the beginning of every month should your child wish to complete any activities at home. Each child in P5/6 has now been given a Homework Jotter. I also provided your child a list with the spelling words/phonemes they had learned so far. Your child will write their Spelling Words in their jotter each week so it would be helpful if their jotters could please stay in their school bag. If your child forgets their Homework Jotter, they will write their words on paper to take home. Your child can hand in their Homework Jotter for me to review at any time.

Last term, I considered it may be beneficial to give **new words on a Friday** to enable practise over the weekend for a Spelling Test the following Thursday. When practising these words at home, it would be great for the children to identify spelling strategies that help them remember the spelling of the words and to apply the words in sentences. Writing sentences encourages children to include punctuation and exciting vocabulary.

**This term our gym days will be Monday afternoons (indoor) and Friday afternoons (outdoor).** Please encourage your child to come to school with no or minimal jewellery, micropore tape to cover piercings they cannot remove, appropriate footwear and a jacket. 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. It would also be helpful if you could label your child's clothing if you have not already done so.

During my Non-Class Contact Time (NCCT), the class will now be covered by Miss Luxton. My NCCT time will usually be Wednesday mornings (9-11.45am), however this is subject to change! Miss Luxton will be leading learning in RME and Health and Wellbeing lessons linked to the SHANARRI indicators. However, the Relationship, Sexual Health and Parenthood section of Health and Wellbeing will be led by the class teachers in Term 4.

I am sure that your child has mentioned the new House Points system adopted by Balmalloch Primary School! Each class in our school is part of one of three school houses: Lomond, Ness or Tay. Classes collect points for their house which are totalled each fortnight and a winning house is announced at Star Pupil Assemblies. Points can be awarded for the demonstration of our School Values, positive behaviour choices, and for displaying kindness. Each fortnight the winning house is given extra play time, however the points are cumulative and at the end of Term 2 and then end of Term 4, the winning houses are awarded a Special Prize. Our house is in Team **TAY!** We have already worked together as a house to create our banner and motto and there will be further opportunities for us to work collaboratively throughout the year.

Attached you will find an overview of your child's learning across the curriculum in Term 3. 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 in a note with your child.

Kind regards,  
Miss D Wright

Class Teacher

## What I am learning in Term 3:

<p style="text-align: center;"><b>Health and Wellbeing</b></p>  <p><b>PE and Sport:</b> Aesthetics - Fitness and Dance. Move with purpose and confidence including balance, control and rhythm, Perform actions that transition from one phase to another. Reflect and improve on performance.</p> <p><b>HWB:</b> SHANARRI Indicators - Active, Achieving and Responsible in relation to Food and Health, Healthy Lifestyles and Physical Exercise, Physical Activity and Sport.</p>	<p style="text-align: center;"><b>Expressive Arts</b></p>  <p><b>Art &amp; Design:</b> Portraits of Mary Queen of Scots. Perspective drawing related to significant scenes including castles. Creation of Tudor clothing and dress collage.</p> <p><b>Drama:</b> Script-writing and performance related to the suitors of Mary Queen of Scots. Drama scenes, hot-seating and freeze scenes of the trial of Mary.</p> <p><b>Music:</b> Use voice, instruments and technology to create music. Experiment with tuned/untuned percussion instruments to create rhythms.</p>
<p style="text-align: center;"><b>Mathematics and Numeracy</b></p>  <p><b>Fractions, Decimals and Percentages:</b> create simple fractions up to tenths, use the terms numerator and denominator, demonstrate and recognise equivalent fractions, find a simple fraction of a quantity, convert a fraction to a decimal fraction, order and compare common fractions, multiply and divide decimals by 10 (some), convert improper fractions in to whole numbers and fractions (some), find more complex fractions of a number (some).</p> <p><b>Time:</b> tell the time in five minute intervals on an analogue and digital clock, estimate time durations in appropriate units, read and record any time in both 12 and 24 hour clock, and convert between the two, calculate durations that bridge across one hour (several hours and part of hours for some), interpret a digital or paper timetable and/or calendar</p> <p><b>Shape:</b> Describes 3D objects and 2D shapes using specific vocabulary including regular, irregular, diagonal, radius, diameter and circumference, use mathematical language to discuss the properties of triangles.</p> <p><b>Patterns and Relationships:</b> Continue and describe sequences, continue a range of patterns using the same or different steps, explain well known number patterns such as square numbers, cubes and triangular numbers, Fibonacci and Pascal's triangle (some).</p>	<p style="text-align: center;"><b>Literacy and Languages</b></p>  <p><b>Listening and Talking:</b> Speak clearly at an appropriate pace and eye contact with a group. Create and deliver a spoken presentation to a group and the whole class. Listen and watch to take notes.</p> <p><b>Reading:</b> Think about prior knowledge before reading about a topic. Scan a text to locate key information and make notes about facts understood. Use the contents page, headings and features of non-fiction texts to answer questions about the text. Use a variety of visualisers and notes to create written or spoken texts. Identify the main ideas of a text and locate facts and opinions within a text.</p> <p><b>Writing:</b> Focus on Information Report Writing, Explanation and Instruction Writing.</p> <p><b>Grammar:</b> Apostrophes for contraction, commas, paragraphs and complex sentences and collective nouns.</p> <p><b>Modern Languages:</b> French - food and clothing. Identifying and matching items, adding descriptions and responding to questions including likes and dislikes.</p> <p>Gaelic - greetings, classroom talk, animals, colours and numbers.</p>
<p style="text-align: center;"><b>Social Studies</b></p>  <p><b>Social Studies - People, Past, Events and Societies</b></p> <p><b>Mary Queen of Scots</b></p> <p>Discuss the importance of people and events from a past time period. Compare and contrast a past society with our current lives. Build a picture of Scotland's heritage and a chronological timeline. Exploration of the Tudor lifestyle and time period.</p>	<p style="text-align: center;"><b>Religious and Moral Education</b></p>  <p><b>World Religions:</b></p> <p><b>Judaism - Pesach.</b> Investigate the traditions, customs and celebrations associated with Passover.</p> <p><b>Christianity - Easter in Germany and Austria.</b> Explore how Easter is celebrated in these countries. Identify traditional practises, clothing and food.</p>
<p style="text-align: center;"><b>Technologies</b></p>  <p><b>ICT: Cyber Resilience and Internet Safety.</b></p> <p>Explain what a password is and how to choose a 'safe' one. Name an online community and explore the benefits and safety concerns of one. Discuss acceptable and non-acceptable online behaviour and explain the difference between on-line and 'real' friends. Identify appropriate way to report concerns and understand the law and how it relates to inappropriate or illegal online activities.</p>	<p style="text-align: center;"><b>School Values</b></p>  <p>Primary 5's School Values: <b>Honesty and Generosity</b></p> <p>Primary 6's School Values: <b>Humility and Forgiveness</b></p>