

Balmalloch Primary School and Nursery Class



Class Newsletter - Term 4

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 4 newsletter for Primary 5/6. I hope you all enjoyed the Easter period with your families; I am so excited to have the children back in class for our final term of P5/6. Term 3 was busy but enjoyable with World Book Day, more library visits, and our school trip! This final term will include your child's Personal Talk and our Class Assembly along with all our learning experiences.

During my Non-Class Contact Time (NCCT), the class will now be covered by Miss Luxton. My NCCT time will usually be Thursday mornings (9-11.45am), however this is subject to change! Miss Luxton will be leading learning in RME and French lessons. In Term 4 the class teachers will be responsible for leading learning in Health and Wellbeing, including Relationships, Sexual Health and Parenthood. You will be informed of these lessons prior to them beginning and the content and resources will be available to you should you wish to review them or discuss them with your child beforehand. These are prescriptive lessons designed for the age and stage of your child - the P5s will be taught the lessons relevant to them and the P6s will be taught the lessons relevant to them.

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.

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 4. 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 4:

<p style="text-align: center;">Health and Wellbeing</p>  <p>PE and Sport: Net and Wall Games. Develop movement in new environments. Choose correct movement and action. Gymnastics. 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>HWB: SHANARRI Indicators - Responsible and Included in relation to Food and Health, Healthy Lifestyles and Physical Exercise, Physical Activity and Sport. Relationships, Sexual Health and Parenthood.</p>	<p style="text-align: center;">Expressive Arts</p>  <p>Art & Design: Malawi - African Art Study. Fabric dyeing and printing, response to colour, comparing and contrasting images and objects.</p> <p>Drama: African Village role-play. Scriptwriting and performance using movement, expression and voice.</p> <p>Music: African music. Listen and compare styles of music, Accompany traditional music from Africa using percussion instruments. Perform individually or as part of a group.</p>
<p style="text-align: center;">Mathematics and Numeracy</p>  <p>Time: 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>Data and Analysis: Create, read, and interpret a range of graphs and charts including line graphs (some will use pie charts and frequency tables). Compare and discuss different displays of the same data and how this affects the way that they are interpreted. Identify a range of ways to collect data including the use of digital technologies. Organise and display data accurately, correctly labelling charts, graphs, and tables.</p> <p>Ideas of Chance and Uncertainty: Use the language of probability accurately to describe the likelihood of simple events occurring including fifty-fifty, equal chance. Carry out simple experiments involving chance i.e. there is a one in six chance that I will roll a six with the dice. Use the language of probability accurately to describe the likelihood of simple events occurring including percentage chance and 1:6</p> <p>Money: Identify notes and coins up to the value of £100 (for some) and beyond. Carry out addition, subtraction, multiplication, and division calculations with money. Select items to buy within a set budget, comparing costs for best value. Explore and explain marketing strategies (for some).</p>	<p style="text-align: center;">Literacy and Languages</p>  <p>Listening and Talking: Contribute relevant knowledge and ideas. Communicate clearly using appropriate topic vocabulary. Speak with a partner/group clearly at an appropriate pace. Make eye contact with a group while speaking. Use emphasis and tone in discussion/public speaking.</p> <p>Reading: Scan a text to locate key information. Identify and discuss unknown words in a text and use a variety of strategies to figure out their meaning. Read a text to answer 'big questions' the teacher has set about a topic. Create 'big questions' to organise how to research a topic. Find the main ideas within a text. Write a summary of the information found.</p> <p>Writing: Focus on Explanation, Persuasive and Narrative.</p> <p>Grammar: Identify speech marks in a text and use them in writing. Identify commas used in sentence structure and use them in writing. Read over work and identify areas that could be improved on.</p> <p>Modern Languages: 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;">Social Studies</p>  <p>STEM - Forces, Electricity and Waves - Forces and Magnets.</p> <p>Measure gravitational force with a force meter or newton meter and record results using appropriate units (Newtons). Investigate and demonstrate understanding that magnetic and electrostatic forces can both repel and attract. Describe friction as a force which opposes the motion of moving objects, for example, two solid surfaces rubbing against one another or a solid surface moving through air or water.</p>	<p style="text-align: center;">Religious and Moral Education</p>  <p>Christianity - Confirmation/Joining Ceremonies or Saints. Understand the basic religion of Christianity. Understand that Confirmation or Chrismation is one of the seven sacraments of the Catholic Church. Understand why it is important for someone to mature and make decisions at an older age. Investigate the clothing that is worn for this event. Understand that certain teachings/lessons need to take place for preparation of confirmation.</p>

Technologies



STEM - Moving Vessel: Describe efficient movement as that which requires the least possible energy and suggest ways to improve efficiency in moving objects, for example, by streamlining.

Computing Science: Understand the operation of a process and its outcome. Structure related items of information. Take part in activities which involve breaking down a familiar process into a sequence of steps e.g., make a sandwich, journey to school. Record the sequence of steps e.g., pictorial, written instructions, basic flow diagram. Describe the outcomes of an observed process e.g. mixing paint colours

School Values



Primary 5's School Values:

Honesty and Generosity

Primary 6's School Values:

Humility and Forgiveness