

# Heathfield Primary and EYC Curriculum Newsletter

## Primary 3

January 2025



### Dates for Your Diary

#### January

- 24<sup>th</sup> - Burns Poetry Assembly and Themed Lunch
- 27<sup>th</sup> - Holocaust Memorial Day
- 29<sup>th</sup> - Chinese New Year

#### February

- 3<sup>rd</sup> - Children's Mental Health Week
- 4<sup>th</sup> - Sharing the Learning 2:00pm - 3:00pm
- 6<sup>th</sup> - Safer Internet Day
- 10<sup>th</sup> - Schools off
- 11<sup>th</sup> - In-service day
- 12<sup>th</sup> - Pupils return to school
- 14<sup>th</sup> - Parent Voice Meeting 2:00pm-3:00pm
- 19<sup>th</sup> - Parent Council Meeting 6:30pm-8:00pm

#### March

- 4<sup>th</sup> - Shrove Tuesday
- 6<sup>th</sup> - World Book Day
- 8<sup>th</sup> - International Womens Day
- 14<sup>th</sup> - Red Nose Day
- 14<sup>th</sup> - Park Run
- 26<sup>th</sup> - Parents Evening
- 27<sup>th</sup> - Parents Evening
- 30<sup>th</sup> - Eid El Fitr

#### April

- 2<sup>th</sup> - School Discos
- 4<sup>th</sup> - School Close
- 22<sup>nd</sup> - Pupils Return

### Remember...

Please remember that we may take our learning outside so all children should bring a jacket every day.

The children in P3 will have PE on a Monday and Thursday.



## Literacy and English

**Reading** - Each week we will send home a class reading book linked to phonics and a reading book, chosen by children, for enjoyment. Accelerated Reader books and quizzes will continue to be done in class and at home.

**Phonics** - We will continue to carry out encoding and decoding activities related to the weekly phoneme, including graphemes 'wr', 'ed', 'tch', 'ng', 'ea', 'gg'.

**Writing** - Within Talk for Writing, we will be focusing on the story, 'Traction Man' by Minnie Grey. We will be developing our skills to write our own action stories.

## Numeracy and Maths

**Multiplication and Division** - applying strategies to learn multiplication and division facts, for example using repeated addition, grouping, sharing and arrays.

**Angles, Symmetry and Transformation** -

Identifying symmetry within the wider environment. Using compass points, directional language, and grid references.



## Health and Wellbeing

- Positive Relationships Policy
- Citizenship
- Rights Respecting School
- Class Charter
- Outdoor Learning
- PE - Football, Basketball and Gymnastics
- Trim Trail
- Zones of Regulation

## Context for Learning

Our first context will focus on Scotland, where we will learn about Scottish history and traditions. We will further develop our skills in how to use and interpret a map.

Later this term, we will also explore the context 'Under the Sea' by comparing different climate zones and investigating living things and ecosystems.



# Home Learning

## Guidance for Parents

We respect the unique set of circumstances and values each family has and home learning is parental choice and will not be 'marked' by teachers.

If your child requires additional support with any learning tasks the class teacher will discuss this with you individually.

Home learning should never be stressful for a family. If you wish to discuss any aspect of your child's learning please do not hesitate to contact us.

## What

### Literacy and English

**Reading** - we would encourage families to develop regular reading routines. We recommend 10-15 minutes each day. Books can be read to and with children and audio books are a great way to develop vocabulary and story structure.

**Listening and Talking** - practise our Scottish poem - 'Nessie' by JK Annand. Can you learn some other Scottish words and their meanings and share in class?

### Numeracy and Maths

- Practise the 2,3,4,5,6 and 10 times tables.
- Share out objects equally among different numbers of people (eg. sweets, pasta, Lego bricks, pennies).
- Make a treasure map using grid references.
- Give directions to someone at home on how to get from your house to the school.

### Rights Respecting School

Make a poster about all or one aspect of the ABCDE of Children's Rights.

Rights are for <b>ALL</b>	Rights are there at <b>BIRTH</b>	Rights <b>CANNOT</b> be taken away	Rights <b>DO NOT</b> have to be learnt.	All rights are <b>EQUALLY</b> important.
UNIVERSAL	INHERENT	INALIENABLE	UNCONDITIONAL	INDIVISIBLE

### Context for Learning

- Use Google Maps to find a map of Scotland and locate the main cities and other places you may have visited.
- Choose a well-known Scottish person and find out where they lived, when they lived and why they were famous.
- Use books and/or the internet to research a creature that lives under the sea. Draw a picture and share in class.

## Websites to support Home Learning

Accelerated Reader: <https://global-zone61.renaissance-go.com/welcomeportal>

(Make sure the ID is RP-17446528)

Sumdog

Topmarks