

LITERACY AND LANGUAGES

What your child is learning in school	
P4 Reading • Select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator, and/or blurb. • Explain preferences for texts and authors. • Use a range of word recognition strategies independently. • Decode unknown words by finding and pronouncing familiar letter patterns and blends. • Use clues in context to read and understand texts. • Read an increasing number of common/high frequency words, key reading words, core topic words, and words of personal significance.	P5 Reading • Select texts regularly for enjoyment or to find information for a specific purpose. • Explain preferences for texts, authors, or sources with supporting detail. • Select texts regularly for enjoyment or to find information for a specific purpose. • Explain preferences for texts, authors, or sources with supporting detail.
How you can help at home	
Book Shopping Game • Look at a shelf of books (at home, library, or online). • Ask your child to choose one by looking at the cover, title, author, illustrator, or blurb. • Ask them to explain why they picked the book- “I picked this because the cover looks exciting...” or “I like this author’s other books.” Reading Journal • Keep a small notebook and after reading, ask your child to write or draw about what they liked or didn’t like. Word Detective • While reading, if your child meets a tricky word, pause. • Ask: “Do you see a part you know? What sound do these letters make together?” (e.g., th, ch, ight). Key vocabulary: • Word recognition strategies – ways to figure out a word, like looking at the first sound, breaking it into parts, or remembering it from before. • Decode – work out what a word says by sounding it out or recognising patterns. • Letter patterns and blends – groups of letters that go together, like sh, th, ch, ight. • Context clues – hints in the sentence or picture that help you understand a new word. • Core topic words – important words linked to our IDL.	
What your child is learning in school	
P4 Writing	P5 Writing

• Create a variety of texts for different purposes. • Select, organise, and convey information in different ways. • Use vocabulary and language for specific purposes. When writing to describe and share experiences: • Write about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts, and events.	• Apply knowledge of spelling patterns, rules, and strategies to spell most words correctly. • Use a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks, and/or apostrophes. Punctuation is mainly accurate. When writing to describe and share experiences: • Describe personal experiences, making context and events clear. • Describe thoughts and feelings about the experience. • Attempt to engage and/or influence the reader through vocabulary and/or use of language.
---	---

How you can help at home

Real Life Writing

- Encourage your child to write short texts for different reasons, such as:
 - A birthday card (to share feelings).
 - A shopping list (to give information).
 - A set of instructions for a game (to explain).

Memory Journal

- Choose a recent family activity (e.g., walk, meal, trip).
- Ask your child to write about it in order: beginning → middle → end.
- Prompt them with questions: “What happened first?” “How did you feel?” “What was the best part?”

Key vocabulary:

- **Logical order** – putting events in the order they happened.
- **Spelling patterns/rules** – ways letters often go together in words (e.g., “ai” in rain, “ight” in night).

What your child is learning in school

P4 Listening and talking

- Communicate clearly and audibly.
- Contribute to group/class discussions, engaging with others for a range of purposes.
- Select and share ideas/information using appropriate vocabulary in a logical order.
- Select and use, with support, appropriate resources to engage with others, for example, objects, pictures, and/or photographs.

P5 Listening and talking

- Communicate clearly, audibly and with expression in different contexts.
- Plan and deliver an organised presentation/talk with relevant content and structure.
- Use suitable vocabulary for purpose and audience.
- Select and use resources to support communication.

How you can help at home	
Dinner Table Debates - Choose a fun topic for discussion, e.g., “<i>Should school uniforms be colourful instead of plain?</i>” - Everyone takes turns sharing an opinion. - Remind your child to listen carefully and respond politely to what others say. “How To...” Talk - Ask your child to explain how to do something they know well (e.g., make toast, play a game). - Remind them to use step-by-step order (first, next, then, finally) and clear vocabulary.	

MATHS AND NUMERACY

What your child is learning in school	
<u>P4 Number and number processes</u> - Read, write, order and recite whole numbers to 1000, starting from any number in the sequence. - Show understanding of zero as a placeholder in whole numbers. - Use correct mathematical vocabulary when discussing the four operations. - Find the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$. - Solve addition and subtraction problems with three-digit whole numbers. - Add and subtract multiples of 10 or 100 to or from any whole number to 1000. <u>P4 Mathematics impact on the world</u> - Investigate and share understanding of the importance of numbers in learning, life, and work. - Investigate and share understanding of a variety of number systems used throughout history.	<u>P5 Number and number processes</u> - Round whole numbers to the nearest 1000, 10 000 and 100 000. - Apply knowledge of rounding to give an estimate to a calculation. - Read, write, and order whole numbers to 1 000 000, starting from any number in the sequence. - Explain the link between a digit, its place, and its value for whole numbers and decimals. - Add and subtract multiples of 10, 100 and 1000 to and from whole numbers. <u>P5 Mathematics impact on the world</u> - Research and present examples of the impact mathematics has in the world of life and work. - Contribute to discussions and activities on the role of mathematics in the creation of important inventions, now and in the past.
How you can help at home	
Number Challenge - Write down a set of numbers (e.g., 387, 209, 641, 900). - Ask your child to put them in order from smallest to largest.	

Place Value Detective

- Write a number, e.g., 582.
- Ask: “What is the value of the 5? (500) The 8? (80) The 2? (2)”

Real-Life Numbers Hunt

- Together, look for numbers around the house or in real life (clocks, bus timetables, recipes, bank notes).
- Ask: “Why is this number important here?”

Key vocabulary:

- **Placeholder** – the digit 0 used to show the position of numbers (e.g., in 407, the zero shows no tens).
- **Place value** – the value of a digit depending on its position (e.g., in 583, the 5 means 500).
- **Four operations** – add (+), subtract (–), multiply (×), divide (÷).
- **Number system** – a way of writing and using numbers (e.g., Roman numerals, Arabic numerals).
- **Decimal** – a number that shows parts of a whole, written with a point (e.g., 3.4).

What your child is learning in school

P4 – Shape

- Name, find, and organise a range of simple 2D shapes and 3D objects and recognise the differences.
- Use mathematical language to describe the properties of common 2D shapes and 3D objects including side, face, edge, vertex, base, and angle.
- Find 2D shapes within 3D objects and recognises 3D objects from 2D drawings.
- Find examples of tiling in the environment and applies knowledge of the features of 2D shapes to create tiling patterns incorporating two different shapes.

P5 – Patterns and Relationships

- Explain and use a rule to extend well known number sequences including square numbers, triangular numbers, and Fibonacci sequence.
- Apply knowledge of multiples, square numbers, and triangular numbers to generate number patterns.

How you can help at home

Primary 4-Shape

Shape Hunt

- Look around the house or outside.
- Find 2D shapes (circle, square, triangle) and 3D objects (cube, sphere, cylinder).
- Say what makes them that shape (e.g., “A cube has 6 square faces”).

Build with Shapes

- Use Lego, blocks, or boxes.
- Build a 3D model, then talk about what shapes it is made from.

Primary 5-Patterns and Relationships

Number Sequences

- Start a sequence like 2, 4, 6, 8...
- Ask your child: "What's the rule?" (add 2).
- Challenge them to keep it going.

Shape patterns

- Ask your child to look around the house for any shape patterns they can see.
- Ask them what the rule is and ask them to repeat this pattern.

Key vocabulary:

- **2D shape** – a flat shape (circle, square, triangle).
- **3D object** – a solid shape (cube, sphere, cylinder).
- **Side** – the straight edge of a 2D shape.
- **Face** – the flat surface of a 3D object.
- **Edge** – where two faces meet.
- **Vertex** (vertices) – the corner of a shape.
- **Angle** – where two sides meet (measured in degrees).
- **Square number** – a number made by multiplying a number by itself (e.g., $5 \times 5 = 25$).
- **Triangular number** – a number that can be shown in a triangle pattern (1, 3, 6, 10...).
- **Fibonacci sequence** – a pattern where each number is the sum of the two before it (1, 1, 2, 3, 5, 8...).

What your child is learning in school

P4 Information Handling- Chance and Uncertainty

- Use mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations.
- Interpret data gathered through everyday experiences to make predictions of the likelihood of an event occurring.

P5 Information Handling- Chance and Uncertainty

- Use the language of probability accurately to describe the likelihood of simple events occurring.
- Plan and carry out simple experiments involving chance with repeated trials, for example, 'what is the probability of throwing a six if you throw a die fifty times?'
- Use data to predict the outcome of a simple experiment.

How you can help at home

Likely or Unlikely?

- Ask questions in everyday life:
 - "Is it likely or unlikely to snow tomorrow?"
 - "Is it certain the sun will set tonight?"
 - "Is it impossible to see a tiger in our garden?"
- Encourage your child to use words like certain, likely, unlikely, impossible.

Coin Toss Predictions

- Toss a coin 20 times.
- Predict: "Will it be about half heads and half tails?"

- Count and compare the results.

HEALTH AND WELLBEING

What your child is learning in school

P4- PE

- Move with purpose demonstrating balance, control, and rhythm.
- Show control over movement in personal and shared space which includes adapting to changes in speed, direction, and level.
- Demonstrate eye/hand and eye/foot co-ordination needed for movement skills, for example, track the flight of the ball with the eyes, then catch it.
- Focus attention on more demanding situations, for example, working with a partner or in a small group.
- Respond and contribute to self and peer assessment with respect.

Building Resilience- Take a Moment

- Identify and name a range of emotions.
- Understand that people feel different emotions in varying situations.
- Understand that thoughts can change the way we feel, and finds strategies to cope with difficult emotions.

P5- PE

- Move with purpose and confidence, showing balance, control, and rhythm.
- Maintain rhythm with or without equipment, for example, pass and move, keeping possession of the ball.
- Demonstrate eye/hand and eye/foot co-ordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target.
- Self-assess and acts as a peer assessor to provide constructive feedback to improve performance.

Building Resilience- Take a Moment

- Identify and name a range of emotions.
- Understand that everyone experiences a variety of emotions and shows them in different ways.
- Use calming strategies to help cope with various emotions.
- Demonstrate an understanding of physical changes and how these can affect emotional responses.

How you can help at home

PE

Balance and Control

- Create a mini balance challenge at home.
- Try standing on one foot for 10 seconds, then swap.
- Add difficulty: balance while moving arms or walk heel-to-toe along a line.

Catch and Track

- Throw a soft ball or rolled-up pair of socks.

- Encourage your child to watch the ball with their eyes before catching it.

Rhythm and Movement

- Play music and encourage your child to move to the beat (march, hop, skip).
- With a ball, practise pass and move pass the ball to you, then quickly move into another space before receiving it back.

Building Resilience

- Ask your child to keep track of their emotions throughout the day and think about events that trigger specific emotions. Talk about their emotion tracking and ask them how they felt.
- Practice coping strategies at home if your child is feeling a negative emotion. For example, breathing in and out, or playing a calming song.

INTERDISCIPLINARY LEARNING

What your child is learning in school	
P4 <u>Expressive Arts – Music</u> • Use voice, instruments, and technology to create musical ideas using sound, rhythm, pitch, and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song. <u>Expressive Arts- Art</u> • Recognise and name the visual elements of tone, colour, and pattern. • Share my thoughts and feelings by expressing personal views in response to the work of at least one artist/ designer. • Show understanding of basic colour theory, for example which secondary colours are made from mixing the primary colours. • Share views and listen appropriately to the views of others, suggesting what has worked well and what could be improved in their own and others work, using some art and design vocabulary. <u>Social Studies</u>	P5 <u>Expressive Arts – Music</u> • Use voice, instruments, and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. <u>Expressive Arts- Art</u> • Recognise and name the visual elements in their own and others' work. • Show understanding of basic colour theory and the concept of depth, for example, shows a foreground, a middle ground, and a background in a picture. • Explain, with supporting reasons, what has worked well and what could be improved in their own and others work, using appropriate art and design vocabulary. • Discuss relevant information about how and why artists and designers have used colour, tone, shape and pattern in their work. <u>Social Studies</u> • Present information in any preferred form on the local area including local area names,

• Draw or makes a model of features in their local landscape, for example, hill, river, building. • Describe at least three different ways in which land is used in the local area, for example shops, houses, farming.	two major employers/types of employment, for example, call centres, local attractions, leisure facilities. • Extract information from more than one kind of map.
--	---

How you can help at home

Music

Clap the Rhythm

- Choose a short rhyme, chant, or favourite song.
- Clap the rhythm of the words together.
- Encourage your child to change the speed or loudness while clapping.
- Extension: Use household objects (pots, wooden spoons) as simple percussion instruments to repeat the rhythm.

Art

Colour & Depth Drawing

- Ask your child to draw a scene from home or the garden.
- Encourage them to show foreground, middle ground, and background and use primary and secondary colours.
- Discuss what works well and what could be improved, using words like tone, colour, pattern, shape.

Key Vocabulary:

- **Tone** – how light or dark a colour is.
- **Pattern** – repeated shapes or designs.
- **Foreground/Middle ground/Background** – the parts of a picture that are near, middle, or far away.
- **Primary colours** – red, blue, yellow.
- **Secondary colours** – green, orange, purple (made by mixing primary colours).

Social Studies

Local Area Photo Walk

- Take a short walk around your neighbourhood with a camera or phone.
- Ask your child to take photos of things they notice, such as:
 - Buildings (houses, shops)
 - Parks, rivers, or hills
 - Roads, bus stops, or playgrounds
- Back at home, look at the photos together and talk about:
 - What is this used for? (land use: homes, shops, leisure)
 - Who might use it? (different people in the community)
 - How does it affect people's daily lives?