

## LITERACY AND LANGUAGES

| What your child is learning in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How you can help at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Skimming texts to identify purpose and key information.</li> <li>• Finding, selecting and sorting relevant information from a range of sources.</li> <li>• Using notes to create new texts that show understanding of the topic or issue.</li> <li>• Recognising techniques used to influence the reader e.g. word choice and emotive language.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Skim:</b> quickly look over a text to get the main idea.</li> <li>• <b>Scan:</b> look through a text to find specific words or facts.</li> <li>• <b>Main idea:</b> the most important point in a paragraph or text.</li> <li>• <b>Source:</b> where the information comes from (like a book, website, or video).</li> <li>• <b>Note-taking:</b> writing down short, useful bits of information.</li> <li>• <b>Summarise:</b> tell the main points in your own words.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage your child to engage in reading daily using fiction and non-fiction books.</li> <li>• Model reading aloud to and with your child.</li> <li>• Talk to your child about their 'I Can Read' texts and read them to or with your child depending on their level of confidence.</li> <li>• While reading together, pause to discuss new or interesting words, asking them to guess meanings and make connections</li> <li>• Ask your child to tell you about their class novel.</li> </ul> |
| <p style="text-align: center;"><b>Listening and talking</b></p> <ul style="list-style-type: none"> <li>• Showing respect for the views of others and offering own viewpoint.</li> <li>• Applying verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</li> <li>• Contributing a number of relevant ideas, information and opinions when engaging with others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Ask your child to tell you about their day and pick three things they have enjoyed.</li> <li>• Encourage them to talk to you about the order that these things happened in the day and what happened before and after these events.</li> <li>• Ask them to draw a picture of their favourite part of their day and use it to help them retell what they enjoyed.</li> <li>• Play games where you have to talk about a specific subject for one minute.</li> </ul>                               |
| <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Describing personal experiences, making context and events clear.</li> <li>• Describing thoughts and feelings about the experience.</li> <li>• Applying knowledge of spelling patterns, rules and strategies to spell most words correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Support your child to practise their spelling words at home. These are posted each week on Showbie.</li> <li>• Write sentences with the weekly spelling words, encouraging your child to use these in context.</li> </ul>                                                                                                                                                                                                                                                                       |

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| <ul style="list-style-type: none"> <li>• Extending my use of a range of punctuation and apply accurately.</li> <li>• Using sentences of different lengths and types and vary sentence openings.</li> <li>• Linking sentences using a range of conjunctions.</li> <li>• Writing most sentences in a grammatically accurate way.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling strategies:</b> tricks to help with spelling (like sounding out or chunking).</li> <li>• <b>Sentence types:</b> using different kinds of sentences: questions, statements, commands, etc.</li> <li>• <b>Sentence openers:</b> how a sentence begins (e.g. <i>Suddenly, In the morning, After that,</i>).</li> <li>• <b>Conjunctions:</b> joining words like <i>and, but, because, although, when</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Use Doorway Online to form letters/numbers at:<br/> <a href="https://www.doorwayonline.org.uk/literacy/letter-and-number-formation/">https://www.doorwayonline.org.uk/literacy/letter-and-number-formation/</a> </li> </ul> |
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## MATHS AND NUMERACY

| What your child is learning in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How you can help at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Number and Number Processes - Counting development and Place Value</b></p> <ul style="list-style-type: none"> <li>• Using correct mathematical vocabulary associated with place value.</li> <li>• Reading, writing and ordering whole numbers to 1,000,000 starting from any number in the sequence.</li> <li>• Explaining the link between a digit, its place and its value for whole numbers to 1,000,000 and for numbers to 3 decimal places.</li> <li>• Reading, writing and ordering sets of decimal fractions to 3 decimal places. (Tenths, hundredths, thousandths)</li> <li>• Partitioning a wide range of whole numbers and decimal fractions to 3 decimal places, e.g. <math>3.6 = 3 \text{ ones and } 6 \text{ tenths} = 36 \text{ tenths}</math>.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Place value:</b> knowing what each digit in a number means depending on where it is (e.g. in 345, the 3 means 300).</li> <li>• <b>Decimal point:</b> the dot that separates whole numbers from parts (e.g. 4.5).</li> <li>• <b>Partition:</b> breaking a number into parts to understand it better (e.g. <math>3.6 = 3 + 0.6</math>).</li> <li>• <b>Order:</b> putting numbers in the right sequence (smallest to largest or vice versa).</li> </ul> | <ul style="list-style-type: none"> <li>• Count everyday things together — stairs, toys, snacks.</li> <li>• Play card or board games that involve counting or adding.</li> <li>• Use coins to practise adding money and making totals.</li> <li>• Practise times tables with songs or quick quizzes.</li> <li>• Count in steps — like 2s, 5s, or 10s while walking or jumping.</li> <li>• Talk about number patterns — spot them on license plates, calendars, or house numbers.</li> <li>• Your child could use these games to practice their basic maths skills:<br/> <a href="https://ictgames.com/mobilePage/index.html">https://ictgames.com/mobilePage/index.html</a> </li> </ul> |

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| <ul style="list-style-type: none"> <li>• <b>Sequence:</b> a list of numbers that follow a rule or pattern.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p style="text-align: center;"><b>Rounding and Estimation</b></p> <ul style="list-style-type: none"> <li>• Rounding whole numbers to the nearest 1000, 10,000 and 100,000.</li> <li>• Applying knowledge of rounding to give an estimate to a calculation appropriate to the context.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Use Topmarks online to support your child's rounding skills.</li> <li>• <a href="http://fluencychallenge.com/play/play-claw.html">http://fluencychallenge.com/play/play-claw.html</a></li> </ul>                                                                                                                                                                                                                                                                                                   |
| <p style="text-align: center;"><b>Ideas of Chance and Uncertainty</b></p> <ul style="list-style-type: none"> <li>• Using the language of probability accurately to describe the likelihood of simple events occurring, for example equal chance; fifty-fifty; one in two, two in three; percentage chance.</li> <li>• Using data to predict the outcome of a simple experiment.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Chance:</b> how likely something is to happen.</li> <li>• <b>Certain:</b> will happen.</li> <li>• <b>Impossible:</b> cannot happen.</li> <li>• <b>Likely:</b> probably will happen.</li> <li>• <b>Unlikely:</b> probably will not happen.</li> </ul> | <ul style="list-style-type: none"> <li>• Use words such as <i>likely</i>, <i>unlikely</i>, <i>certain</i>, and <i>impossible</i> in everyday conversations.</li> <li>• Ask questions like, "Do you think it's likely we'll have ice cream after dinner?"</li> <li>• Discuss weekend plans – "Is it possible we'll go to the park if it's sunny?"</li> <li>• Use TV shows, books, or games to talk about what might happen next.</li> <li>• Encourage your child to explain <i>why</i> they think something will or won't happen.</li> </ul> |

## HEALTH AND WELLBEING

| What your child is learning in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How you can help at home                                                                                                                                                                                                                              |
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| <p><u>PE – Hockey</u></p> <ul style="list-style-type: none"> <li>• Demonstrating an understanding of a range of verbal and non-verbal communication skills and applying them appropriately in practice and performance environments, for example, shout and signal for the ball.</li> <li>• Moving efficiently in personal and shared space.</li> <li>• Initiating and working co-operatively with others, providing support and encouragement.</li> </ul>  | <p><u>PE - Hockey</u></p> <ul style="list-style-type: none"> <li>• Discuss ways to increase confidence such as taking part in sports, clubs etc.</li> <li>• Explain that we can find things challenging but with practice, we can improve.</li> </ul> |

| <u>Building Resilience – Talking Things Through</u>                                                                                                                                                                                                                                 | <u>Building Resilience – Talking Things Through</u>                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>Identifying strategies to manage my emotions, for example, relaxation techniques, speaking to someone, taking time out.</li> <li>Being aware of and being able to express my feelings and develop the ability to talk about them.</li> </ul> | <ul style="list-style-type: none"> <li>Talk with your child about their feelings each day.</li> <li>Use simple words to help them name their emotions.</li> <li>Practice calm breathing together when they feel upset.</li> <li>Create a quiet space where they can relax if they need time out.</li> <li>Show your child it's okay to talk about emotions and ask for help.</li> </ul> |

## INTERDISCIPLINARY LEARNING

| <b>What your child is learning in school</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>How you can help at home</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <u>Expressive Arts – Art and Design</u> <ul style="list-style-type: none"> <li>Recognising and naming the visual elements in their own and others' work.</li> <li>Showing an understanding of basic colour theory and the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.</li> <li>Explaining, with supporting reasons, what has worked well and what could be improved in their own and others work, using appropriate art and design vocabulary.</li> <li>Discussing relevant information about how and why artists and designers have used colour, tone, shape and pattern in their work.</li> </ul><br><u>Social Studies</u> <ul style="list-style-type: none"> <li>Being able to describe the major characteristic features of an area of the Scottish landscape and explain how these are formed.</li> <li>Identifying at least three impacts of human activity on the environment.</li> <li>Presenting information in any preferred form on a specific area of Scotland, including local place names, two major employers and types of employment.</li> <li>Extracting information from more than one kind of map.</li> </ul> | <u>Expressive Arts – Art and Design</u> <ul style="list-style-type: none"> <li>Encourage confidence in communication of all types, including song, dance, art, mime, sharing stories.</li> <li>Visit an art gallery or The Tapestry and discuss the colours, textures and images you see.</li> </ul><br><u>Social Studies</u> <ul style="list-style-type: none"> <li>Observe and discuss the local landscapes in the Scottish Borders from streams, rivers and hills to areas of farming and moorland.</li> <li>As you travel around the local area, look at different transport links, bridge designs, building styles, industry and local business and discuss their impact.</li> <li>Identify areas where humans have had a significant impact on the environment eg. Wind turbines, pylons etc.</li> <li>Look at atlases or maps together and discuss the places you have visited or would like to visit.</li> </ul> |

### Religious and Moral Education

- Discussing ways in which my own values can affect my actions.
- Discussing and expressing views about the importance of values such as honesty, respect and compass

### Religious and Moral Education

- Make a “kindness calendar” and plan one nice thing to do each day for others.
- Use puppets or toys to tell stories about helping friends or being honest.
- Draw or craft posters about what honesty, respect, and compassion mean to your family.
- Share “thank you” notes with family members to practice respect and gratitude.
- Play “What Would You Do?” where you take turns guessing how to act in tricky situation.