

LITERACY AND LANGUAGES

What your child is learning in school	How you can help at home
Reading • Skimming text to identify purpose and key information. • Finding, selecting and sorting relevant information from a range of sources. • Using notes to create new that show understanding of the topic or issue. • Recognise techniques used to influence the reader e.g. word choice and emotive language. Key vocabulary: • Skim: quickly look over a text to get the main idea. • Scan: look through a text to find specific words or facts. • Main idea: the most important point in a paragraph or text. • Source: where the information comes from (like a book, website, or video). • Note-taking: writing down short, useful bits of information. • Summarise: tell the main points in your own words.	• Encourage your child to engage in reading daily using fiction and non-fiction books. • Model reading aloud to and with your child. • Discuss texts that you read together, allowing your child to share their views and thoughts. • Ask your child to tell you about their class novel – Breaker by Anne Marie Allan.
Writing • Applying knowledge of spelling patterns with weekly spelling words. • Using sentences of different lengths, types and sentence openers. • Reviewing and correcting their writing so it is accurate and makes sense. • Using appropriate vocabulary, including subject specific vocabulary, to suit purpose and audience. • Describing personal experiences making context and events clear. Key vocabulary: • Spelling strategies: tricks to help with spelling (like sounding out or chunking). • Sentence types: using different kinds of sentences: questions, statements, commands, etc. • Sentence openers: how a sentence begins (e.g. <i>Suddenly, In the morning, After that,</i>).	• Support your child to practise their spelling words at home. These are posted each week on Showbie. • Write sentences with the weekly spelling words, encouraging your child to use these in context.

• Conjunctions: joining words like <i>and</i>, <i>but</i>, <i>because</i>, <i>although</i>, <i>when</i>.	
Listening and talking • Showing respect for the views of others and offer own viewpoint. • Applying verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. • Contributing a number of relevant ideas, information and opinions when engaging with others.	• Encourage your child to talk about their day at school asking, “Tell me 3 interesting things you did today?” • Play games where you have to talk about a specific subject for one minute. • Reinforce the idea of listening the views of others and that they might differ from yours. • Encourage use of a clear voice when talking to others. • Watch age appropriate news articles and ask your child to summarise the information.
French • Responding appropriately to questions about myself using sentences and phrases. • Consolidate learning of personal conversational phrases such as saying my name, age and where I live etc. • Counting to, and recognising the names for numbers to 100. • Responding to daily routine vocabulary within our school environment.	• Listen to some common French phrases and practise these: https://www.bbc.co.uk/bitesize/topics/zwwddp3/articles/zdqddp3#z9333j6 https://www.french-games.net/

MATHS AND NUMERACY

What your child is learning in school	How you can help at home
Counting and Place Value • Using correct mathematical vocabulary associated with place value. • Reading, writing and ordering whole numbers to 1,000,000 starting from any number in the sequence. • 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. • Reading, writing and ordering whole numbers to 1,000,000 starting from any number in the sequence. • Reading and writing sets of decimal fractions to 3 decimal places. (Tenths, hundredths, thousandths) • Partitioning a wide range of whole numbers and decimal fractions to 3 decimal places, e.g. $3.6 = 3 \text{ ones and } 6 \text{ tenths} = 36 \text{ tenths}$. • Applying knowledge of rounding to give an estimate to a calculation appropriate to the context. Key vocabulary:	• Use Topmarks online to support your child’s numeracy skills. https://www.topmarks.co.uk/ • Use playing cards to choose up to 6 cards and lay down to form the largest and smallest numbers. • Ask your child what the value of each digit is in the number created. • Add and subtract 10’s, 100’s, 1000’s from the numbers created. National Numeracy’s top tips for supporting children 

• Place value: knowing what each digit in a number means depending on where it is (e.g. in 345, the 3 means 300). • Decimal point: the dot that separates whole numbers from parts (e.g. 4.5). • Partition: breaking a number into parts to understand it better (e.g. $3.6 = 3 + 0.6$). • Order: putting numbers in the right sequence (smallest to largest or vice versa). • Sequence: a list of numbers that follow a rule or pattern. Addition and Subtraction • Adding and subtracting multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to two places. • Adding and subtracting whole numbers and decimal fractions to two decimal places, within the number range 0 to 1,000,000. • Developing fluency in mental processes through a sound knowledge of key number facts around addition and subtraction.	
Estimation and Rounding • Rounding whole numbers to the nearest 1000, 10,000 and 100,000. • Rounding decimal fractions to the nearest whole number, to 1 decimal place and 2 decimal places. • Applying knowledge of rounding to give an estimate to a calculation appropriate to the context. Ideas of chance and certainty/Patterns and relationships • Using the language of probability to describe the likelihood of certain events occurring eg. Fifty/fifty, one in two, 50% etc, certain, possible, impossible, probably, likely etc. • Using data to predict the outcome of a simple experiment. Key vocabulary: • Chance: how likely something is to happen. • Certain: will happen. • Impossible: cannot happen. • Likely: probably will happen. • Unlikely: probably will not happen.	• Use Topmarks online to support your child's rounding skills. • http://fluencychallenge.com/play/play-claw.html • Use words like <i>likely</i>, <i>unlikely</i>, <i>certain</i>, and <i>impossible</i> in everyday conversations. • Ask questions like, "Do you think it's likely we'll have ice cream after dinner?" • Discuss weekend plans – "Is it possible we'll go to the park if it's sunny?" • Use TV shows, books, or games to talk about what might happen next. • Encourage your child to explain <i>why</i> they think something will or won't happen.

HEALTH AND WELLBEING

What your child is learning in school	How you can help at home
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• PE – Hockey skills and activities. • Building Resilience – Challenge my Mindset. • Recognising that we all have similarities and differences but that we are all unique. • Understanding that who we are and what we are good at, is not fixed. • Making full use of, and valuing the opportunities I am given to improve and manage my learning.	• Encourage your child to go to out of school sports clubs. • Discuss ways to increase confidence such as taking part in sports, clubs etc. • Explain that we can find things challenging but with practice, we can improve.
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INTERDISCIPLINARY LEARNING

What your child is learning in school	How you can help at home
Expressive Arts • Recognising and naming the visual elements in their own and others' work. • 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. • Showing understanding of basic colour theory and the concept of depth, for example, shows a foreground, a middle ground and a background in a picture. • Discussing relevant information about how and why artists and designers have used colour, tone, shape and pattern in their work. Social Studies • Describe the major characteristic features of Southern Scotland's landscape and explain how these are formed. • Identifying at least three impacts of human activity on the environment. • Providing explanations as to why the physical environment influences the way in which people use land in comparison to contrasting areas. • Presenting information in any preferred form on the local area (Scottish Borders/Southern Scotland) including local place names, two major employers and types of employment. • Extracting information from more than one kind of map.	• Encourage confidence in communication of all types, including song, dance, art, mime, sharing stories. You can do this through games such as Charades, Pictionary, Scattergories etc. • Visit an art gallery or The Tapestry and discuss the colours, textures and images you see. • Discuss the Colour Wheel including the vocabulary; Tint, Tone, Shade, Complimentary colours, Contrasting colours, Analogous colour, Monochromatic colours. • Observe and discuss the local landscapes in the Scottish Borders from streams, rivers and hills to areas of farming and moorland. • As you travel around the local area, look at different transport links, bridge designs, building styles, industry and local business and discuss their impact. • Identify areas where humans have had a significant impact on the environment eg. Wind turbines, pylons etc. • Look at atlases or maps together and discuss the places you have visited or would like to visit.