

LITERACY AND LANGUAGES

What your child is learning in school	
P4 <u>Reading</u> • Select different texts for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. • Identify and find key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information. • Find key information from a text using different strategies. • Select, sort and use information from a variety of texts for a specific purpose. • Make and use notes to show understanding, explore ideas or to create simple texts. • Recognise the difference between fact and opinion.	P5 <u>Reading</u> • Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. • Identify the purpose of a text with suitable explanation. • Identify the main ideas of a text with appropriate detail. • Make relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. • Respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. • Create different types of questions to show understanding of texts.
How you can help at home	
1. Book Talk Look at the cover, title, and blurb of a few books together. Ask your child what they think each book is about and which one they'd like to read. After reading, chat about which book they liked best and why. 2. Information Hunt Choose a non-fiction book or leaflet. Ask your child to find key facts using headings, contents, or diagrams. They can write down a few short notes about what they find. 3. Fact or Opinion Read a short text or advert together. Pick out a few sentences and decide if they are facts or opinions. For fun, make up your own facts and opinions about a favourite topic.	
What your child is learning in school	
P4 <u>Writing</u> • Select, organise and convey information. • Link sentences using common conjunctions, for example, and, because, but or so.	P5 <u>Writing</u> • Link sentences using a range of conjunctions. • Starts sentences in a variety of ways to engage the reader.

• Make notes to help plan writing and uses them to create new texts. • Select, organise and convey information in different ways. • Use vocabulary and language for specific purposes. • Check writing to ensure it makes sense. • Starts sentences in a variety of ways to engage the reader. • Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.	• Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. • Use paragraphs to separate thoughts and ideas. • Review and correct writing to ensure it makes sense, is technically accurate and meets its purpose. • Make appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions. • Use notes and/or other sources to develop thinking and create new texts.
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How you can help at home

1. Sentence Builder

Say or write a short sentence together (e.g. *"It was raining."*).

Ask your child to **add a conjunction** to make it longer — *"It was raining, so we stayed inside."*

Try using **and, because, but, so** (P4), then **although, when, since** (P5).

2. Plan and Write

Pick a fun topic (e.g. a pet, favourite game, or holiday).

Help your child **make short notes** of ideas before writing.

Then they can use their notes to write a short paragraph or story.

What your child is learning in school

P4	P5
<u>Listening and talking</u> • Listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. • Identify the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose. • Make relevant notes under given headings and can use these for different purposes. • Ask and respond to different types of questions to show understanding of the main ideas of spoken texts. • Recognise simple differences between fact and opinion in spoken texts.	<u>Listening and talking</u> • Contribute a number of relevant ideas, information and opinions when engaging with others. • Show respect for the views of others and offers own viewpoint. • Build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Make relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. • Select and use resources to support communication.

How you can help at home

1. Chat & Question

Have a chat about something you've both seen or done (a TV show, day out, or news story).

Take turns to **ask and answer questions** about it.

Encourage your child to **listen carefully**, agree or disagree politely, and **explain their opinions**.

2. Fact or Opinion Talk

Listen to a short news clip, advert, or video together.

Afterwards, ask your child to pick out what was **fact** and what was **opinion**.

Talk about how they can tell the difference.

What your child is learning in school

P4 French

- Demonstrate understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language.
- Demonstrate understanding of familiar words and simple phrases conveying mostly personal information.
- Responds appropriately to simple questions about themselves using simple sentences, words and gestures, for example, nodding and/or pointing

P5 French

- Participate actively in songs, rhymes and poems in the target language.
- Demonstrate understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes.
- Recall and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures.

How you can help at home

1. Sing Along

Listen to a simple **French song or rhyme** together (e.g. *Frère Jacques* or *Alouette*).

Join in with the singing and actions.

Try to remember a few words or lines each time you listen.

MATHS AND NUMERACY

What your child is learning in school

P4

Number and number processes

- Use the correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.
- Demonstrate an understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$.
- Apply strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts.
- Solve addition and subtraction problems with three-digit whole numbers.

P5

Number and number processes

- Add and subtract multiples of 10, 100 and 1000 to and from whole numbers.
- Add and subtract whole numbers within the number range 0 to 1 000 000.
- Multiply and divide whole numbers by multiples of 10, 100 and 1000.
- Multiply whole numbers by two-digit numbers.

• Add and subtract multiples of 10 or 100 to or from any whole number to 1000. • Apply strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts. • Use multiplication and division facts to solve problems within the number range 0 to 1000. • Multiply and divide whole numbers by 10 and 100. • Apply knowledge of inverse operations (addition and subtraction; multiplication and division)	
How you can help at home	
https://www.topmarks.co.uk/maths-games/mental-maths-train - Addition, Subtraction, Multiplication and Division. 1. Number Talk Ask your child quick questions using maths words like <i>add, subtract, total, divide, and shared equally</i>. Example: “What’s the sum of 30 and 40?” or “If $6 \times 2 = 12$, what’s $12 \div 2$?” This helps them use correct maths vocabulary and understand inverse operations. 2. Array Hunt Use small objects (coins, buttons, cereal pieces). Make arrays (rows and columns) to show multiplication and division. Example: 3 rows of 4 buttons = 12 → “$3 \times 4 = 12$” and “$12 \div 3 = 4$.” For P5, try bigger arrays or double-digit multiplication (e.g. 12×4)	
What your child is learning in school	
P4 <u>Expressions and Equations</u> • Understand and use the terms ‘equal to’, ‘not equal to’, ‘less than’, ‘greater than’, and the related symbols ($=$, $\neq$, $<$, $>$) when comparing quantities. • Apply understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, $\square + 17 = 30$ and $\square \times 6 = 30$.	P5 <u>Expressions and Equations</u> • Solve simple algebraic equations with one variable, for example, $a - 30 = 40$ and $4b = 20$.
How you can help at home	
https://www.sheppardsoftware.com/math/mixed-operations/compare-equations/ - Primary 4 equations 1. Compare It! Write two numbers on paper (e.g. 36 and 45). Ask your child to choose the correct symbol to compare them:	

36 ____ 45 → (use <, >, =, or ≠).

Take turns saying full sentences like “36 is **less than** 45.”

2. Mystery Number

For P5, make up a short **algebra puzzle** with a letter:

$a - 30 = 40$ → What is a?

$4b = 20$ → What is b?

Let your child create one for you to solve too!

What your child is learning in school

P4

Patterns and Relationships

- Count forwards and backwards in 2s, 5s and 10s from any whole number up to 1000.
- Describe patterns in number, for example, in the multiplication tables and hundred square.
- Continue and create repeating patterns involving shapes, pictures and symbols.
- Describe, continue and create number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples

P5

Multiples, Factors and Prime

- Identify multiples and factors of whole numbers and applies knowledge and understanding of these when solving relevant problems in number, money and measurement.

How you can help at home

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns> - Primary 4 Patterns and Relationships

<https://www.topmarks.co.uk/maths-games/multiples-and-factors> - Primary 5 Multiples, Factors and Primes

Primary 4- Pattern Maker

Use coloured beads, Lego, or drawings to **create a repeating pattern** (e.g. red-blue-blue, red-blue-blue).

Ask your child to **describe the pattern** and then **continue it**. Challenge them to make their own using **shapes, numbers, or symbols**.

Primary 5- Factor Finder

Choose a number, like 24.

Ask your child to **find all the numbers that divide into it evenly** (its factors): 1, 2, 3, 4, 6, 8, 12, 24.

Talk about which numbers appear in **many tables (multiples)** and which only have two factors (**prime numbers**).

What your child is learning in school

P4

Data and Analysis

- Ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables.
- Select and use the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies.

P5

Data and Analysis

- Devise ways of collecting data in the most suitable way for the given task.
- Collect, organise and display data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets.

- Analyse, interpret and draw conclusions from a variety of data.
- Draw conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used.

How you can help at home

<https://www.topmarks.co.uk/maths-games/7-11-years/data-handling> - Data and Analysis

1. Mini Survey

Pick a fun topic (favourite fruit, sport, or pet).

Ask family or friends and **keep tallies** of their answers.

Your child can then **draw a bar chart or pictogram** to show the results.

2. Data Detective

Look at a **chart, timetable, or weather report** together (in a book, newspaper, or online).

Ask your child **questions** like:

- “Which day was the warmest?”
 - “How many people chose apples?”
- This helps them **read and interpret data**.

HEALTH AND WELLBEING

What your child is learning in school

P4

PE- Netball

- Perform movement skills with confidence, for example, using active footwork to move to a space to receive the netball.
- Demonstrate understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball.

PE- Scottish Dancing

- Show understanding of the key features of dance from a range of styles and cultures, through dance performance.
- Demonstrate coordination and some control in a range of dance actions and sequences.

P5

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Relationships, Sexual Health and Parenthood (RSHP)**First Level: Progression 2- Safe and Happy Online**

- Understand positive things about friendships and relationships and knowing who to talk to when something worries or upsets me.
- Show an awareness of the need to respect personal space and boundaries and recognising and responding appropriately to verbal and nonverbal communication.
- Demonstrate an understanding of the potential dangers online and who to go to for advice and who to report a concern to.
- Demonstrate an understanding of the need for strong passwords.
- Explain the need to get a person's permission before taking a picture or video of them.

Food and Textile Technologies

- Demonstrate a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).

Relationships, Sexual Health and Parenthood (RSHP)**Second Level: To Begin- My Body and Friends & Friendships**

- Identify positive things about own body image and appearance.
- Use correct terminology for all private body parts and reproductive organs.
- Describe the physical and emotional changes during puberty.
- Identify different kinds of friendships and relationships.
- Identify the skills required to manage changing relationships.
- Explain the impact of positive relationships on emotional wellbeing.

Food and Textile Technologies

- Demonstrate a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).

How you can help at home

PE- Activity: Move and Communicate

Play a simple **passing game** using a soft ball or rolled-up pair of socks.

Practise **moving into space** to catch or receive the ball.

Use **verbal cues** (“Here!” “Pass!”) and **signals** (hand up, eye contact).

For fun, add short dance breaks between passes—try **Scottish dance steps** or simple moves in time to music.

P4 RSHP- Activity: Online Safety Quiz

Make a fun mini quiz together!

Ask questions like:

- “Should you share your password with friends?”
- “What should you do if someone sends a mean message?”
- “Do you need permission before posting a photo of someone?”

Let your child answer and talk about why each choice keeps them safe online.

- The children will be watching these animations in class: The Adventures of Kara, Winston and the SMART Crew: <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/> You could watch and talk about them together.

P5 RSHP- Activity: Positive Me & Kind Connections

Together, list **three positive things** your child likes about themselves—these can be about their **appearance, skills, or personality**.

Then, talk about **what makes a good friend** (kindness, respect, honesty).

Use short role-plays to practise **responding kindly** or **solving small disagreements**.

Food and Textile Technologies- Activity: Safe Snack Chef

Make a simple **fruit or veggie snack** together (e.g. fruit salad or veggie sticks).

Let your child **wash, peel, and safely cut** using the **bridge hold or claw grip**.

Talk about **why hygiene and safety** are important when preparing food.

INTERDISCIPLINARY LEARNING

What your child is learning in school

P4

Expressive Arts – Music

- Perform simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
- Follow performance directions, for example, follows the group leader.
- Follow simple music notation, for example, in the form of pictures, graphics, treble clef.
- Share thoughts and feelings by expressing personal views in response to musical experiences

P5

Expressive Arts – Music

- Use voice, instruments and technology to create music, experimenting with timbre, to create simple melodies and rhythms.
- Perform songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, using appropriate performance directions.

such as performances, school shows and music from different styles and cultures.

Social Studies

- Draw a short timeline and can locate two or more events on the line in the correct order.
- Use information learned from sources to relate the story of a local place or individual of historic interest through media such as drawings models or writing.
- Draw comparisons between modern life and life from a time in the past.
- Name a figure from the past and comments on their role in events.

Science

- Use their senses to detect information and explains how they help to keep people safe.
- Investigate the reliability and limitations of the senses, for example, using taste tests, limits of sound, optical illusions and blind-fold games.

RME

- Describe and discuss at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion, illustrating how this value could be put into practice.
- Describe and discuss at least one personal value and at least one example of how own values might affect actions.

Technologies- Food and Textiles

- Demonstrate a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold)

- Perform on instruments, to communicate the mood and character of a piece of music.
- Apply verbal and non-verbal techniques whilst giving and/or following performance directions.

Social Studies

- Use both primary and secondary sources of evidence in an investigation about the past.
- Place an event appropriately within a historical timeline.
- Describe at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.
- Describe and discusses at least three similarities and differences between their own life and life in a past society.
- Contribute two or more points to the discussion (in any form) as to why people and events from the past were important.
- Place those people and events on a timeline.

Science

- Describe how senses work individually or together to keep people safe from harm.
- Demonstrate understanding of how, if one sense is impaired, it can influence the other senses, either positively or negatively.
- Describe how light enters the eye through the pupil and how the pupil changes size in dark/light conditions.

RME

- Investigate, describe, explain and express an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion.
- Discuss ways in which own values can affect actions.
- Discuss and express views about the importance of values such as honesty, respect and compassion.

Technologies- Food and Textiles

- Demonstrate an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling

How you can help at home

Music- Mood Maker

Choose a mood (happy, calm, spooky, excited).
Use voices, instruments, or a free music app to create a short tune that fits that mood.

Perform it for the family and ask them to guess the emotion!
Talk about what made the music sound that way.

Social Studies

P4 – Family Timeline

Draw a line on paper to make a timeline.
Add important family events (births, holidays, moving house).
Add one or two Scottish historical events (like the building of a local landmark).
Talk about how life has changed from then to now.

P5 – History Detectives

Choose a Scottish person or event from the past (for example, Alexander Fleming or the Battle of Bannockburn).
Find two sources — maybe a short article and a picture.
Write or draw what you learned and add them to a simple timeline.
Discuss how this person or event shaped life in Scotland.

Science- Sense Detective

Collect a few items that smell, sound, or feel different (coffee, orange peel, rice in a jar).
Let your child explore them one sense at a time — or blindfold them for a guessing game!
Talk about which senses helped and how our senses keep us safe.

RME

Choose values that are important to your family (like kindness, honesty, respect, or compassion).
Look at examples from different beliefs — for instance, *love your neighbour* (Christianity), *kindness to all living things* (Buddhism), or *helping others* (humanist view). Talk about how your own values influence what you do every day.

Technologies

Choose a simple recipe (like scones or fruit muffins).
Work together to **weigh, mix, and measure** ingredients carefully.
Show safe chopping, kneading, and baking techniques.
When you're done, talk about what skills you used and how you could improve next time.