

LITERACY AND LANGUAGES

What your child is learning in school	How you can help at home
Reading - Identifying the purpose and main ideas of a text. - Making relevant comments about features eg. vocabulary, sentence structure and punctuation. - Creating different types of questions about non-fiction texts. Key Vocabulary: Literal- requires a direct factual answer, visible in text. Inferential- requires you to ‘read between the lines’ using clues from the text. Evaluative -ask for a judgement on the quality or significance of text based on evidence.	- Encourage your child to engage in reading daily using fiction and non-fiction books. - Model reading aloud to and with your child. - Use the local library to access texts together. - Discuss texts that you read together, allowing your child to share their views and thoughts.
Writing - Creating information texts to educate or inform without opinion. - Presenting relevant ideas and information, including supporting detail, to convey a viewpoint. - Using notes and/or other sources to develop thinking and create new texts. - Organising ideas in a logical way. - Including an introduction that makes the topic clear and a conclusion that rounds off the writing with no new information. - Applying knowledge of spelling patterns with weekly spelling words. - Reviewing and correcting their writing so it is accurate and makes sense. - Using appropriate vocabulary, including subject specific vocabulary, to suit purpose and audience. Key vocabulary: Subheadings: Smaller headline that divides a main section of text. Note taking: Listening for main ideas and writing short phrases or abbreviations to summarise. Spelling strategies: tricks to help with spelling (like sounding out or chunking).	- Ask your child to write a short piece about something they are interested in, using enough detail for their audience such as a sport they take part in or a game they play. - Watch short information videos together and take notes under subheadings, then ask each other questions about what you have watched. - 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.

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>).	
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 verbally summarise the information.
French - Responding appropriately to questions about myself using sentences and phrases. - Learning vocabulary to describe body parts and features. - Counting up 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/zw-wddp3/articles/zdqddp3#z9333j6 https://www.french-games.net/

MATHS AND NUMERACY

What your child is learning in school	How you can help at home
Multiples, Factors & Primes - Identifying multiples and factors of whole numbers. Key vocabulary: Factors – Numbers which divide into another number exactly with no remainder eg. 6 and 2 are factors of 12. Prime Number – A whole number greater than 1 that has only 2 factors: 1 and itself eg. 3, 7, 11, 13. Expressions and Equations - Solving simple algebraic equations with one variable, for example, $a - 30 = 40$ and $4b = 20$. Key vocabulary: Expression – A statement that combines numbers and symbols that represent values. Equation – An expression that states that two	Ask your child to list factors of numbers in times tables. E.g. What are the factors of 6? What are the factors of 12? What are the factors of 18? Play missing number games using equations such as something plus 9 = 15, what is the missing number? Expression: $x + 2$ Equation: $x + 2 = 20$

values are equal eg. $x + 5 = 10$.

Data and Analysis

- Devising ways of collecting data in the most suitable way for the given task.
- Collecting, organising and displaying data accurately in a variety of ways eg. creating surveys, tables, bar graphs, line graphs, frequency tables and simple pie charts.
- Analysing, interpreting and drawing conclusions from a variety of data.

Key vocabulary

Data: Information collected to study or make decisions.

Survey: A way to ask people questions to collect data.

Graphs: Ways to visually represent data.

Addition and Subtraction

- Adding and subtracting whole numbers and decimal fractions to two decimal places, within the number range 0 to 1 000 000.

Multiplication and Division

- Multiplying and dividing whole numbers by multiples of 10, 100 & 1000.
- Multiplying whole numbers by 2 digits numbers.
- Using multiplication and division facts to the 10th multiplication table.

Types of Graphs

Types of graphs are a visual representation of a mathematical relationship.



HEALTH AND WELLBEING

What your child is learning in school	How you can help at home
PE • Netball skills and fitness activities. Relationships, Sexual Health & Parenthood • Identifying the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explaining the impact of positive relationships on emotional wellbeing. • Describing the physical and emotional changes during puberty. • Identifying positive things about own body image and appearance.	• Encourage your child to go to out of school sports clubs. • Discuss ways to increase confidence such as taking part in sports, clubs etc. • Discuss ways your child's body will change through puberty. • Reinforce body positivity and that we are all unique in appearance and personality.

INTERDISCIPLINARY LEARNING

What your child is learning in school	How you can help at home
Expressive Arts – Music - Using voices, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. Social Studies - Using both primary and secondary sources of evidence in an investigation about what the impact of the Industrial Revolution was, in Scotland. - Placing an event or historical figure, appropriately within a historical timeline. - Describing at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.	- 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. - Discuss the Victorian era with your child and identify their basic needs and compare them with today. - Look at famous Scottish inventors of the 19th Century. - Visit The Great Tapestry of Scotland and look at the Industrial Revolution section to identify changes which took place.