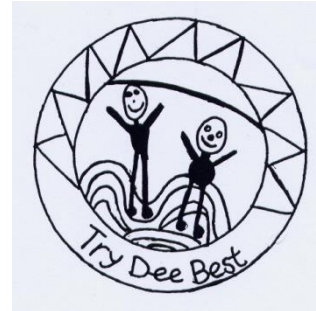


Tingwall Primary School
Tingwall
Shetland
ZE2 9SE

Shetland Islands Council
Children's Services

Tel 01595 807244
Fax 01595 840573
Email: tingwall@shetland.gov.uk
www.tingwall.shetland.sch.uk

Head Teacher
Mrs Cheryl Spofforth



30th August 2021

Dear Parent

Information for Parents of Primary 5-6-7 2021 / 22

I will be the full time class teacher this year.

Learning Support will be provided throughout the year from four members of our excellent support staff team: Mrs Morrison, Mrs Nicolson, Mrs Peebles and Mrs Hutcheson. Mrs Lisa Emslie (ASN teacher) may also provide support at some points over the year.

We are fortunate to have peripatetic teachers and instructors for the following subjects:

P.E. - Monday - Mr Colin Kirkness
Music - Wednesday - Mrs Suzanne Briggs
Art - Friday - Mrs Sarah Mullan

The pupils will continue to progress through the outcomes and experiences for second level of the Curriculum for Excellence.

Reading

The reading scheme used within class is Oxford Reading Tree. This follows on from work completed in Primary 4, 5 & 6. During certain points in the year, I would like to read some novels with reading groups and there may be times when pupils are asked to finish reading a chapter at home.

If your child has a chapter to finish reading at home, you could help them by:

- Reading with them, or to them, if helpful.
- Discussing the content of the chapter, to test their understanding.

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- Encouraging them to ask for help in pronouncing unknown words.
- Discussing new vocabulary and its' meaning.

It is expected, by P567, that pupils should be reading most nights for at least 15 minutes. This can be any text of choice as, by this age, they have developed their own reading interests. Reading is so beneficial for children of any age, that I'd ask you to encourage your child to read regularly at home.

If your child is a reluctant reader you could encourage them by:

- Sharing the book, offering to read a page/chapter about.
- Encouraging them to choose audio books to listen to or read along with on an electronic device such as an iPad or kindle.
- Finding alternative things to read, such as graphic novels, magazines, comics, game instructions, recipes, etc.

Writing

We will continue to use the 'Big Writing' scheme. Neat writing is encouraged at all times and the Nelson Handwriting scheme of work will be used to refine and develop handwriting. This being said, pupils by P567 have often developed their own writing style and will simply be encouraged to make sure their work is well presented and legible.

Spelling will be taught using a combination of active spelling strategies and resources from the 'Jolly Grammar' scheme of grammar and spelling work. We may also use spelling lists from the 'Single Word Spelling Test' resource, to supplement spelling learning this year.

Maths

This year we will use 'Teejay Maths' to help us to deliver the CfE through active learning and teaching, which should engage, motivate and challenge pupils and enable real progression through the outcomes and experiences.

Health and Wellbeing

To continue with our whole school approach to social and emotional wellbeing, including our commitment to developing learning through play, I intend to incorporate a health and wellbeing session each week in class. This will be a social time, to help develop strong peer relationships and confidence. As a school, we would be grateful of any donations of toys/games/construction sets etc. which you no longer require, for us to use for special health and wellbeing activities in the classroom.

Homework

Mrs Spofforth has recently shared information about our school homework policy. However, I would like to hear your views on what kind of homework set up you would like for P567. I will send out a consultation letter this week. I would appreciate it if

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you would fill this in and send it back in to me with your child. I will take on board what you would like for homework this year, and I will do my best to make sure everyone is happy. I will give out spelling homework weekly, along with a list of activities that can be done at home to practise.

Contact

There are many ways you can keep in touch with me:

Phone - You can phone the school, but please be aware that I may not be able to talk during teaching times. However, I will phone you back as soon as I can.

Email - You can email the school office, asking any messages that you'd like me to see to be forwarded on to me.

Class Dojo - You can send me messages on Class Dojo. These messages are private and are often the quickest way to get in touch with me. I do have the app on my phone, but I have set it to quiet hours between the hours of 6pm - 8am. Any messages you send in this time, I will receive at 8am. Please don't be alarmed if I don't respond during quiet hours - I will respond when I get the message.

In Person - If you need to speak to me in person, feel free to pop in along to my classroom door any time, if you see me in. Alternatively, you could grab me in the car park at the end of the day, or make an appointment to come in and see me.

Positive Behaviour

As is the case throughout the school we try to encourage positive behaviour in Primary 6/7. This year, we will create a 'Class Charter' - which is an agreement compiled by the pupils and I about how we will speak, act and treat each other throughout the year. We will look at the UN Rights of the Child to help us make our charter and we will think about what we can all do to ensure everyone's rights are being met at school. We will all sign the charter.

Every Friday pupils receive 'Golden Time'. This is a block of time during which pupils are able to participate in activities of their choice. I do not remove 'Golden Time' as a consequence of a poor choice, preferring to deal with any incident as they happen - by perhaps asking a pupil to stay in at lunch to finish a task or to discuss an incident. To me, this is more effective and meaningful than removing 'Golden Time'.

I do not have a traffic light behaviour system in my classroom as this goes against my personal views about what a nurturing and effective classroom looks like. I'd be more than happy to share my reasons for this, if you would like more information. Instead, I believe communication is the key - I set out clear expectations for each child in my class and speak to them personally if I feel their behaviour is not what it could and should be. All behaviour is communication and I encourage children to speak honestly and openly about theirs. I do keep a note of any unexpected or repeated poor behaviour

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and will contact you personally if I feel there are any issues needing discussed. I also keep a 'Black Book'. This is for keeping a record of any serious incidents. A serious incident would be behaviour that causes, or has the potential to cause, harm to anyone at school, e.g. physical violence, leaving school grounds and putting themselves at risk. I will always contact you if your child is involved in such an incident. If a child's name appears in the book more than 3 times, I have told the pupils that I will not be taking them on any school trips this academic year. This is a good way for pupils to understand that all choices have consequences. Pupils know that they must demonstrate to me that they can stay safe in the school grounds before I will trust them to come on any trip. I don't foresee having to put any names in the book; I didn't need to use it at all last year!

Home time arrangements

If there is a change to the normal routine for your child e.g. they are going to play with a friend so are not getting the bus home, please could you let the office know by sending in a written note, (one note can cover all siblings) rather than emails as not all emails can be read or dealt with until after 3 pm. It is also your responsibility to contact the relevant transport operators, if necessary.

Water Bottles

Please ensure your child has a water bottle at school with them each day.

PE Kits / Art Aprons

Please ensure your child has a PE kit and an art apron at school each term. We keep them at school and send them home each holiday to wash.

Increasingly, many pupils are not bringing in a proper PE kit. It is really important, particularly at this age, where the pupils may be becoming more hormonal and sweaty, that they have a change of clothes for doing PE in. If your child is not comfortable in shorts, sports leggings / leggings / tracksuit bottoms are all fine.

I look forward to teaching your child this year and trust that the year will be successful and productive for all concerned. All pupils have settled brilliantly back in to school. I am delighted to be reunited with my P7s and to be able to welcome, and get to know, my new P6s and P5s. They're a lovely class and I think it's going to be a super year.

If you have any questions or concerns at any time please don't hesitate to get in touch.

Yours sincerely,

Miss Karen Saunders

Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.

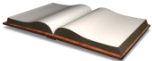

- A Einstein









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Curriculum Overview Term 1 - 2021

Primary 6/7

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| <p>Literacy and English</p>  | <p>Reading:</p> <ul style="list-style-type: none"> ~ I can read for specific information. ~ I can find information from more than one source. ~ I can integrate information from multiple nonfiction sources to deepen understanding of a topic with help. ~ I can use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information with increasing independence. ~ I am learning that certain types of text I read, such as propaganda, are trying to influence me. <p>Writing (including grammar, spelling and punctuation):</p> <ul style="list-style-type: none"> ~ I am learning to use language and style in a way which engages and/or influences my reader. ~ By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. ~ I can adapt writing for purpose and audience. ~ I can use descriptive vocabulary to set a scene in imaginative writing. ~ I can use details I have learned in our topic within my writing to give it authenticity. ~ I can select and publish writing in polished format with increasing independence. ~ I can use visual strategies, spelling rules and knowledge of word parts to spell correctly. ~ I can use tools (e.g., dictionaries, word lists, spell checkers) to edit independently. <p>Listening and Talking</p> <ul style="list-style-type: none"> ~ I can demonstrate an understanding of what I have listened to/ watched by asking thoughtful and pertinent questions. ~ I can clarify points by asking questions. ~ I can identify facts and opinions justifying my response. ~ I can recognise when a source is trying to influence me, explaining my thoughts to others. ~ I can discuss how useful a source is according to the task I have been set. |
| <p>Maths and Numeracy</p>  | <p>Topics to be covered this term in differentiated groups include:</p> <p>Angle, Symmetry and Transformation:</p> <ul style="list-style-type: none"> ~ I can identify right, acute, obtuse, straight and reflex angles in the environment and within shapes. ~ I can describe and classify all angles I have seen in the environment/shapes using appropriate vocabulary. ~ I can estimate the size of an angle and check using a protractor. ~ I can use a protractor to draw acute, right, obtuse, reflex angles and full turns accurately. ~ I can use a protractor to measure and check my angles. ~ I can measure angles to within +/-2 degrees with accuracy. |

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| | <p>~ I can draw angles within ± 2 degrees with accuracy to produce shapes.</p> <p>~ I know that complimentary angles add up to 90 degrees and can calculate the missing angle.</p> <p>~ I know that supplementary angles add up to 180 degrees and can calculate the missing angle.</p> <p>~ I can use my knowledge of complementary and supplementary angles to calculate missing angles.</p> <p>~ I know 8 point compass and can use them to describe directions and journeys.</p> <p>~ I can use my knowledge of complimentary angles to work out the relevant angles for NE, SE, NW, SW</p> <p>~ I know the link between the compass and angles. I can apply this to describe, follow and record directions, routes and journeys.</p> <p>Number:</p> <p>~ I can instantly recall all multiplication and division facts up to the 10 times tables including square numbers.</p> <p>~ I can explain what a multiple and a factor is.</p> <p>~ I can identify multiples and factors of given numbers.</p> <p>~ I can complete chimney sums.</p> <p>~ I can use written methods to complete long multiplication and division.</p> |
| <p>Social Studies/ Sciences</p>  | <p>Topic : World War 2</p> <p>Social Studies:</p> <p>~ I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.</p> <p>~ I can investigate a Scottish historical theme to discover how past events of the actions of individuals or groups have shapes Scottish society.</p> <p>~ I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p> <p>~ I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p> <p>Science:</p> <p>~ By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.</p> |
| <p>Expressive Arts</p>  | <p>Art with Mrs Mulla:</p> <p>~ I can describe and discuss artwork by different artists.</p> <p>~ I can create a design for My Child Art.</p> <p>~ I can plan my own work.</p> <p>~ I can create a self-portrait based in the 2nd World War.</p> <p>~ I can apply tone in my work.</p> <p>~ I can start working with 1 point perspective.</p> <p>Music with Mrs Briggs:</p> <p>~ I can invent and perform short pieces that show an increasing awareness of musical elements.</p> <p>~ I am beginning to understand the cultural and historical context of different styles of music.</p> |

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| Technologies  | ~ I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible/ ~ I can extend and enhance my design skills to solve problems and can construct models. <i>Pupils will have various construction tasks to complete, throughout our topic. Amongst these will be building an Anderson Shelter and constructing replica aeroplanes.</i> |
| Religious and Moral Education  | ~ I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. <i>Pupils will be learning about Judaism and the holocaust. Throughout exploring this difficult subject, pupils will develop their understanding of tolerance, human rights and religious differences.</i> |
| Health and Wellbeing  | ~ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. ~ I am aware of the need to respect personal space and boundaries. I can recognise and respond appropriately to verbal and non-verbal communication. ~ I know the actions to take to help someone in an emergency. ~ I am developing my understanding of conflict resolution and can suggest ways to resolve disputes. P.E. with Mr Kirkness: ~ I can use more complex movements to create or deny space during a game of rugby. ~ I can make the correct choice of movement in response to situations encountered in the game. ~ I can complete drills and participate in games quickly and efficiently. ~ I can understand the rules and strategies involved in Rugby |
| Modern Languages  | French ~ I can use number vocabulary confidently. ~ I can use appropriate vocabulary to share how I'm feeling. ~ I can use vocabulary for food in French to discuss the school menu every day. ~ I can use a bilingual dictionary. |

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| www.topmarks.co.uk | www.sumdog.com | Apps: | |
| www.glow.sch.uk | www.spellzone.com | App - Duolingo | App - Math Bingo !! |
| Useful WW2 websites: | | App - Math Fight: 2 Player Reactor Game | |
| http://www.bbc.co.uk/schools/primaryhistory/world_war2/ | http://www.dkfindout.com/uk/history/world-war-ii/ | | |
| http://resources.woodlands.kent.sch.uk/Homework/Britain.html | http://www.primaryhomeworkhelp.co.uk/war/ | | |

Homework

Reading: In class, we will be reading various novels around the topic of WW2. At times, pupils may get a chapter to read at home. Please encourage this. Also, please encourage your children to explore some children's literature from WW2, such as:

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| <i>Carrie's War</i> by Nina Bawden <i>Number the Stars</i> by Lois Lowry <i>Pied Piper</i> by Neville Shute <i>Last Train from Kummersdorf</i> by Leslie Wilson <i>Johnnie's Blitz</i> by Bernard Ashley <i>The Machine Gunners</i> by Robert Westall <i>Rose Blanche</i> by Ian McEwan <i>I Am David</i> by Anne Holm <i>The Diary of a Young Girl</i> by Anne Frank <i>Blitzcat</i> by Robert Westall <i>Code Name Verity</i> by Elizabeth Wein <i>Edelweiss Pirates</i> by Mark A. Cooper | <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr <i>Summer of my German Soldier</i> by Bette Greene <i>The Book Thief</i> by Markus Zusak <i>The Lion and The Unicorn</i> by Shirley Hughes <i>Goodnight Mr Tom</i> by Michelle Magorian <i>The Boy in the Striped Pyjamas</i> by John Boyne <i>Girl With a White Dog</i> by Anne Booth. <i>William Carries On</i> by Richmal Crompton <i>The Silver Sword</i> by Ian Serraillier <i>The Amazing Story of Adolphus Tips</i> and <i>Friend or Foe</i> , both by Michael Morpugo |
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Maths: I will set a weekly Sumdog challenge. It will be connected to the work being completed in class. It is not mandatory for your child to complete this but it will be available.

Topic Homework Grid

Below is a list of activities that could be completed as part of our World War 2 Topic. These can be completed as and when you wish, and are not compulsory. If you would like to bring any of your learning into class, we would love to see it!

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| Visit a site of historical interest around Shetland that has a specific connection to WW2. Take some photos to show the class. | Research the enigma machine, Alan Turing and what happened at Bletchley park during the war. Create a fact file or presentation. | Look at newspaper archives online - find some articles published in the war. Print any interesting ones or email it in to school. |
| Interview someone that was alive during WW2. Record it on a phone, iPad or camera or take notes. | Make a WW2 word list. Use these words to make word search or crossword. You could use an online puzzle maker. | Listen to some of the key songs from WW2. Make a list of the songs you've listened to, and bring it in to class. |
| Make a replica WW2 gas mask. | Bake or cook a wartime recipe. | Research and make a model WW2 soldier. |
| Write a message to a friend or family member using Morse Code. | Make your own ration book by researching what WW2 ration books looked like. | Research popular styles of dance in the 1940s. |

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