

Ethos and Life of the school

Register / emotional check in (English and French). Nurture groups. Cool in school. Staff/pupil interactions. SHANARRI assemblies and ethos. Restorative Practices / discussions/ problem solving. Circle of friends. Support as necessary for individuals. SHANARRI awards. Pupils Star Awards. Achievement Board. Target setting / bookmarks. Feedback. School trips. Committees. Music Assemblies. Polycrub. Buddying. Golden Time. Trips. Hi Viz vests Seatbelts on bus. Self/Peer assessment practices. Assemblies. Playtime. Fire Drill. EpiPen training. Class activities. Active Schools. After school clubs. Outdoor education. Breaktime snack. Lunchtime. Toothbrushing and washing routines. Swimming.

Progress will be evidenced through

- Write
- Say
- Make
- Do

activities.



Learning is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice

Opportunities for personal achievement

We would like to hear about any of your child's opportunities for wider achievement out of school. Please share with your child's class teacher any personal "proud" moments they have had, we will include these on our Wider Achievement Wall and in their own profile. Opportunities in school for personal achievement include performing in assemblies and concerts. Sporting events, leading learning through committees and family events. Buddying in school and representing the school in the wider community.

Curriculum areas and subjects

Literacy-Select, listen and respond to various texts linked to time. Write about *My day*. Create a group/class story "adventures in the dark". Sequence events Write/create an imaginary story *My dream*. Create a story based in another time linked to ORT books. Create a birthday invitation including who, what, when why criteria. Say /write instructions for a task. Write a Night/Day poem. Respond accordingly and ask questions about information on a personal choice presentation on something from *Another Time* prepared and presented by others in the group. Write/present about what you want to do when you grow up. Read/recognise/understand some words linked to time. Interview/discuss and ask questions of someone about what was different when they were little from how it is at home now.

Maths Consolidate and revise number in 100/20. Do number talks on how a sum is calculated. Time -o'clock-half past-sequence-days months -dates. Use data handling to produce graphs e.g. birthdays. Do maths outdoors if possible. Understand how to calculate area weight and volume

HWB-Explore what we can do at different times in our lives -consolidate and revise personal hygiene and emotional wellbeing and consideration of others. Discuss food safety and implications for self. Consider transitions in school and related changes and normalise as a next step in time. Take part in Da Voar Redd Up and understand its purpose and necessary precautions to keep ourselves safe.

Science Experiment and explore the effects of time on foods. Visit the beach and find objects to place on a time line.

French Continue to practice relevant French vocabulary-interact with clips-tell the time in French.

RME Easter-Bible story and traditions of Easter. Stories linked to the bible and other faiths linking to time passing.

Art Still life intro ellipses. Windy day painting. Miro painting. Animal drawings

PE Sports -to experience a variety of athletics events in preparation for sports day. They will find out more about how their body works. They will have the chance to officiate the events and reinforce the event rules. Physical Literacy- to develop and improve their general sports and movement skills through a range of sporting activities and games. Building their confidence and developing their concentration skills.

Music Keep building rhythm and pitch skills through songs and games.

Interdisciplinary Learning

Link events and things known to a general time line-sorting, discussing and sequencing e.g. family, setting out objects in order on paper. Compare- using books, watching clips and discussing what life was like at different times. At home- find and list objects that would not have been in every home when they or their parents were young and what they did/used instead. Discuss, record and demonstrate understanding of what is done on different days/months. Use clips and books to learn more about different animals and how time affects their appearance. Sequence our week and year. Consider and sort how time affects what happens. Role-play. Drama. Explore shadows-draw - consider how time changes them -position size. Experiments -see what happens e.g. If you keep bread/fruit too long .Colours-create pictures using appropriate colours to demonstrate different times. Design and make clocks.