

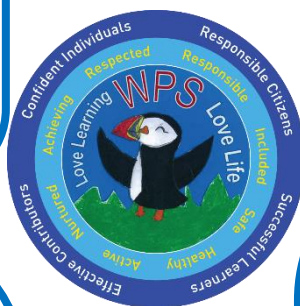
## Ethos and Life of the school

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 Plays. Children in Need. School trips. Committees. Music Assemblies. Polycrubs. 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.

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

Weekly spelling and grammar. **Weekly extended writing** linked to interdisciplinary learning wherever possible using the VCOP approach. Guided reading 2/3 times per week and daily opportunities to read for pleasure. **Use iPads / Kindles to record information.**

### Numeracy

Place Value - Reading and writing large numbers, rounding, partitioning, negative numbers

Angles - Classification and measuring.

Information handling - different methods of presenting information, use of digital technologies

### Health and Wellbeing

Class novel - The Boy at the Back of the Class - linked activities. Zones of regulation. Seasons for Growth. Working in cooperative groups.

### French

Building on previous vocabulary. Recap on introductions. Using French to speak about feelings.

### RME

Value of trust - looking at stories of Moses, Joshua (Judaism/Christianity)

Deva v Asuras (Hinduism) and Kabir the Poet

**PE - PE Outdoors** - Athletics - Focusing on the three major disciplines, running, jumping and throwing. Building fitness, confidence and resilience throughout. **PE Indoors** - Yoga / Stretching - Focusing on Balance, Flexibility, Core Strength,

Relaxation and Positive thinking. **Classroom Health and Wellbeing Lessons** - focusing on Staying Healthy, Keeping Fit, Confidence, Resilience and Determination.

**Music** - Rhythm and note values through body percussion activities. Listening to different styles of music and exploring the elements of music.

**Art** - Painting, tone, design and appreciation

## Interdisciplinary Learning

### Zones in School

- Developing the school grounds and wildlife area.
- Developing ideas of activities for each area of the playground. Make a guide for the different classes.
- Identify new equipment wanted and source / fundraise.
- Learn about the John Muir Award

### Zones of Regulation

- Learn about the different zones and the emotions and feelings experienced. Learn about personal triggers and develop a toolkit to deal with different zones. Learn to empathise with others and understand people may be in different zones at different times. Emotional check in.

### Team Building

- Work in **Cooperative Learning groups** (Home Teams) to develop relationships within class and develop teamwork / leadership skills.

### STEM

- Complete various **STEM** (Science, Technologies, Engineering and Maths) challenges.