

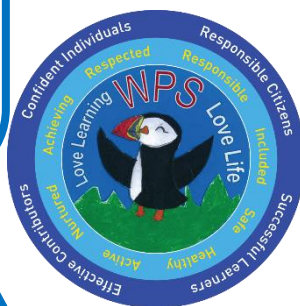
Ethos and Life of the school

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. 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.

Progress will be evidenced through

- Write
- Say
- Make
- Do

activities.



Curriculum areas and subjects

Literacy - Daily reading P1 Word building skills and writing short sentences, consolidate and continue phonics. P2 weekly spelling, using adjectives in imaginative and personal writing, writing instructions and short reports of trips and activities. Short talks about holidays/weekend news. Drawing Club, **writing signs**, labelling diagrams e.g. local wildlife, parts of a flower

Maths -Measuring - *analogue and digital time* P1-o'clock; P2 o'clock/half past/durations, *length*-non-standard units/metres, *weight*- non-standard units/kg, *Capacity* - water and sand play/litres. **Directions and Bearings** - Beebots, **maps and outdoor play based learning**,

Numeracy - multiplication and division with practical materials. Fractions - halves and quarters.

HWB Discuss and encourage healthy snacks. Talk about different foods at lunchtimes and how they help us grow and keep healthy. Discuss how their bodies are growing and how they all have similarities and differences- link to maths information handling activities.

French - revise greetings and numbers to 10, play games with colours and say name and age. Introduce some animals and foods orally through games and whiteboard activities.

RME story of Jonah and the Whale through Drawing Club. Talk about what is fair and unfair through play and develop **co-operative learning skills**.

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.

Interdisciplinary Learning

Exploring the local area - look at the different features e.g. beaches, hills, islands, voes, etc. Locate areas on Google Earth. Look at old ruins of crofts and talk about how people travelled and lived long ago.

Investigate local plants and flowers from our walks as well as minibests and sea life around the isles. Use Tig-Tag online and do some simple research and play based/science activities around these.

Take part in the Voar Redd Up and discuss the importance of looking after the environment.

Collage and craft activities to make flowers, insects, sea life, natural material designs, islands.

Make a class map of our local area showing features of our landscape as well as local businesses and significant places. Set up our own shop role-play area and discuss our local shops and amenities.

Begin simple mapping skills looking at objects/places from above. Draw a plan of their house thinking about all the different rooms and what's in them. **Make a mini classroom plan to play hide and locate objects.** **Plan scavenger hunts in school grounds using a map.** **Outdoor play- travelling to different parts of Shetland/World- chalk and loose parts.**

Discuss holidays and other places in Shetland to visit as well as further afield. Add places to a whole school map. Discuss different ways to travel and draw/write about these. Record any family walks to a whole school app plotting a route in Shetland/beyond.



Holistic Assessment
In small groups plan out a map of Whiteness/Shetland in their playground zone - use signs, objects, pictures, chalk etc. Take each other on a little scooter/car journey around their map telling their partners where they are visiting and what they can see e.g. shops, church, plants, wildlife, islands etc.

Pupil Evaluation