

## Ethos and Life of the school

Register / emotional check in (English and French). Nurture groups. Zones of Regulation. 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. Polycrubb. 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. Break time snack. Lunchtime. Tooth brushing and washing routines. Swimming.

Progress will be evidenced through planned periodic high quality assessments- showing application of knowledge.



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:** - Daily reading P1 Word building skills and writing short sentences, consolidate and continue phonics. P2/3 weekly spelling, using adjectives, punctuation in imaginative and personal writing, writing instructions. Drawing Club, writing signs, labelling diagrams e.g. plants, animals, foods

**Maths:** -Measuring -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, P1/2 Data Handling- collecting data, tally marks, graphs and diagrams. Numeracy -P1- numbers to 30, +- to 10. P2/3 revision of +-x÷ Fractions - halves and quarters chop fruit, make toast/sandwiches, pizza.

**HWB:** Discuss and encourage healthy snacks. Talk about different foods at lunchtimes and how they help us grow and keep healthy. Germs and medicines P3-Discuss how their bodies are growing and how they all have similarities and differences, naming parts, looking after themselves, what's right/wrong.

**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, set up a French café.

**RME** story of Jonah and the Whale, Parables - The Lost Sheep, Food in other cultures. Talk about what is fair and unfair through play and develop co-operative learning skills.

**PE:** Sports: The class will 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: The class will 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:** Charanga resource- body percussion and singing.

**Art:** I can: draw and paint daffodils in a realistic style; create food sculpture using mixed medium; create a self-portrait in the style of Arcimboldo (Mr Fruit face); design an illustration for "little fishy on a little dishy"; make fun prints with cut fruit and vegetables.

## Interdisciplinary Learning

Preparing and cooking a variety of foods, good hygiene, write instructions and recipes, class café- link to French

vocabulary/culture. Sensory play with food e.g. dry/wet pasta, investigate fruit/veg  
Go for a walk to see how local area is used to produce food e.g. sheep/cows grazing, crops growing. Discuss farming and food production- watch videos, PowerPoints, experiments; design information posters take part in 'Farming Fortnight.'

Grow vegetables and plants in the polycrubb- use senses to describe, work with older pupils in groups to tend plants. Label diagrams, write instructions, record progress, measure plants and simple experiments to what plants need to grow.  
Create food chains - games, activities, discussions, artwork, ICT research, small world play - farm animals, wild animals, plants  
Healthy/unhealthy foods - encourage healthy snacks, sorting foods, designing posters, looking after body and teeth  
Balanced diet - looking at different food groups. Matching pictures to correct group. Talk about food groups at lunchtime.  
Read stories and books linked to food e.g. The Disgusting Sandwich, The Hungry Caterpillar, The Gingerbread Man.



High Quality Assessment-

Make soup using vegetables- complete diagram showing how plants come from the ground and the steps required to turn them into soup.

Pupil Evaluation