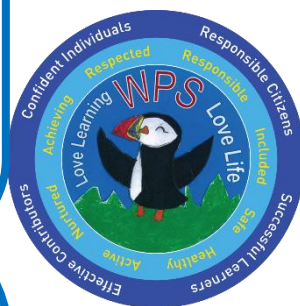


Ethos and Life of the school

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. 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. Break time snack. Lunchtime. Tooth brushing and washing routines. Swimming.

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



Curriculum areas and subjects

Numeracy - Measurement - length, weight and capacity. Information handling - different methods of presenting information, use of digital technologies. Fractions - for P5 equivalent fractions, finding a fraction of an amount, basic percentages - finding 25% and 50%. For P4 - using a fraction wall, placing simple fractions in order. For P3 - two classes with Miss Morrison. Splitting objects into halves, quarters and eighths, reading and writing fractions, making fractions of an amount outdoors. Money - real life problems, methods of payment, profit and loss.

Literacy - Weekly spelling and grammar. Weekly extended writing - focusing on class topic and class novel 'Shine' wherever possible. Also focusing on newspaper reports and diary entries. Taking part in the Young Writer of the Year competition. Daily morning starters using the VCOP approach to level up writing. Guided reading 3 times per week along with comprehension and daily opportunities to read for pleasure. Listening and Talking through For-Against discussions in groups.

Health and Wellbeing

The digestive system. Keeping Healthy. (Using RSHP) For P5- Relationships, sexual health and parenthood. P4- Being safe online, human life, friendships and inclusion. 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 French calendar, animals and countries. Using Duolingo to build on vocabulary.

RME - Circle Time - using social stories to explore healthy minds, thinking positively and what makes me me.

Art - I can: draw and paint daffodils in a realistic style (ellipses on jar or vase); design new packaging for a new type of sweet or chocolate bar; create a pizza sculpture model; draw and paint sliced fruit

PE- Athletics- The class will participate in a variety of athletics events, running, jumping and throwing. They will develop their techniques for a range of skills involved in the events covered. They will develop their knowledge of body movements and the principles of efficient technique. Football / Netball- The class will experience invasion games in the form of football and Netball. They will learn and develop the skills, knowledge and strategies required to play these sports effectively. Through these drills and games we will also work on fitness, tolerance and individual motivation.

Music- Using the Charanga resource and making sounds- Body percussion and glockenspiels

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

- **Grow vegetables** and plants in the polycrub - work with older and younger pupils in groups to tend plants. Label diagrams, write instructions, record progress, measure plants and simple experiments to what plants need to grow.
- Looking at different food groups. Create food pyramids.
- Use the Eatwell plate to look at the food groups and how they help keep our bodies healthy.
- Create **healthy food plate (P3/4) and menu (P5)**.
- Healthy/unhealthy foods - encourage healthy snacks, sorting foods, **designing posters**, looking after body and teeth.
- **Create poems** on what is unique about me - referring to class novel.
- **Map journeys from plant to plate around the world**
- Calculate food miles
- Investigate land use in developing countries and its impact on communities
- **Investigate techniques used in food advertising to influence consumers.**
- **Create own adverts.**
- Learn about what nutrients we need to survive.
- Learn about how the digestive, circulatory and respiratory systems help our body to function.
- **Make a leaflet about different ways to maintain a healthy body through exercise, food and rest.**



High Quality Assessment - Create a factfile in the form of a poster/leaflet/powerpoint about a type of food. Include where that food comes from, how it grows, when it grows and how it is sent around the world.
P5 - Include facts on the foods nutrients and how it effects the body.

Pupil Evaluation