

## Ethos and Life of the school

Register / emotional check in (English and French). Zones of Regulation. 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. andwashing routines. Swimming.

## Curriculum areas and subjects

### Literacy

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

### Numeracy

Number Processes - multiplication and division. Times table fact recall. Information Handling - interpreting, creating graphs and drawing conclusions. Multiples, factors and primes. Ideas of chance and uncertainty. Angles and Transformation

### Health and Wellbeing

Class novel - Wonder - linked activities. SHANARRI. Buddying for P7 with P1. Fit 15. Zones of Regulation used for daily check-in. Jumpstart January. Energy use and its link to physical activity. Feelings and emotions. Hygiene. Food journeys. Advertising and media and its influence. Traditional dancing **Working on confidence.**

**French** Saying and writing date, days, months, colours.

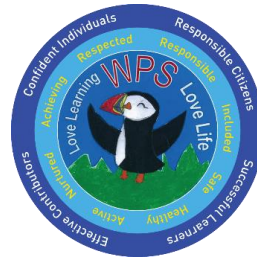
### RME - Places of Worship

**PE** The class will explore balance, rotation, travelling, jumping and flight in more complex / demanding gymnastics contexts. They will use a variety of different apparatus and floor stations to build confidence, resilience and improve their skills. The class will develop the skills needed for the game and rules/strategies involved in the game. During the partner, group and team situations they will work on their communication and teamwork. Throughout the block there will be an emphasis on learning and improving through small sided games.

**Art** Ceramic pebble pot. Ceramic cat. Metal wire sculpture. Inuit cut paper prints.

**Music** We will be looking at the history of 20th century music. We will continue with singing and start to learn about recording.

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.

## Interdisciplinary Learning

**Long Long Ago** Use timelines to see history in context. Learn about different areas including dinosaurs, Roman Empire and The Titanic.

**Investigate different periods of interest.**

**Personal Projects on topic/event of own personal interest**

**Improving Confidence** Green screen.

Journalism/reporting on historical events

**Family Learning** Interview family members.

Invite in parents/grandparents. Community.

Whiteness and Weisdale History Group

**UNCRC** How children's lives have changed throughout history

**Developing the Young Workforce** - different jobs throughout history



High Quality Assessment - demonstrating breadth, challenge and application in a new and unfamiliar situation.

Present information about chosen event/historical period to class in a manner of own choosing.

Pupil Evaluation