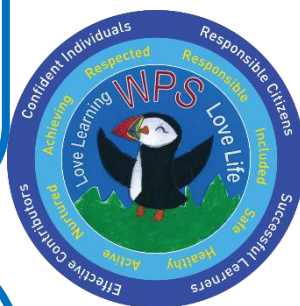


Ethos and Life of the school

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 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

Weekly spelling and grammar. **Weekly extended writing** linked to Class Novel - **Fantastic Mr Fox** and linked to class topic wherever possible. Use the VCOP approach to up level work. Focus on descriptive writing, imaginative writing and **letter writing**. Guided reading 4/5 times per week and daily opportunities to read for pleasure.

Numeracy

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

Time - reading and writing the time. 12/24 hour time, durations, how to measure time, practical tasks, planning events using timetables and relating to topic.

Money - reading and writing different amounts, calculate money spent and change. For P5 profit/loss and how to keep money safe.

Health and Wellbeing

Learning how to keep our bodies healthy. Good handwashing/sanitising. Taking care of our teeth -Toothbrushing. SHANARRI. Daily Mile. Zones of Regulation used for daily check-in.

French

Greetings, the alphabet, For P5 Compare and contrast Scotland and France. Animals - linked with our class novel.

RME - P3/4 - The story of the good Samaritan. Stories and symbols from other main world religions. P5 - Birth and funeral customs from different religions **PE**- invasion games- Rugby, movement, teamwork and communication.

Music -Singing in unison and parts. Dynamics, rhythm and notation. Exploring different instruments- including drums, ukulele and keyboard.

Art - Name patterns, card design, Modigliani portraits, photomontage.

Interdisciplinary Learning

All About me - self portraits, **think about own skills/what I like/my family and friends/etc.**

Developing the Young Workforce - **jobs** invite parents into talk about their jobs, **Use My World of Work** to look at skills/related jobs. Complete quiz to find relevant jobs. Invite local employers in to coffee morning to share learning with families. **Create profiles of different jobs of interest.** Research skills/qualifications needed. STEM activities. **Create timetable of working day.**

Complete job application letter and interview.

Rights and Responsibilities discuss safety, food, health, education - link to UN Convention on the Rights of the Child for P5. Link to lunchtime/snack/playtime activities and class jobs for P3/4.



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

Complete a job application for a job you would like to have when you are older.
Write down your skills and qualities that would make you good for this job.
Take part in an interview for this job.

Pupil Evaluation