

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

Curriculum areas and subjects

Literacy

Weekly spelling and grammar. Weekly extended writing linked to **class topic - poem, persuasive writing**, creative writing for the 'Shetland Young writer of the Year', **diary entry** and debates. For P5 - Biographies and Autobiographies. Use the VCOP approach to up level work in weekly news writing. Guided reading 4 times per week and daily opportunities to read for pleasure.

Numeracy

P3 - Subtraction, Multiplication and division - practical activities to show link with multiplication and division. P4 - Multiplication and division, fractions, angle, symmetry and transformation. Data handling. P5 - Fractions, decimals, percentages, angle, symmetry and transformation. Data handling. P345 - **Measurement** linked to our topic - distance, weight and volume. Outdoor maths work when possible.

Health and Wellbeing

(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. **Class jobs to promote independence**. Daily mile. Advertising, media, and its influence. **Feelings and emotions**. Zones of Regulation used for daily check-in. **Show and tell to promote confidence**.

French - Food, days of the week, colours, likes and dislikes. Duolingo to build on vocabulary.

RME - For P3/4 - The Easter Story and food. Learning stories about Jesus. For P5 - The Easter Story. Looking at family and own beliefs.

PE - Athletics: A variety of athletics events, running, jumping and throwing. Develop techniques for a range of skills involved in the events covered. Develop knowledge of body movements and the principles of efficient technique. Football / Netball: Experience invasion games in the form of football and Netball. Learn and develop the skills, knowledge and strategies required to play these sports effectively. Building fitness, tolerance and individual motivation.

Music - Folk dances, performing songs on the piano, working on playing different rhythms together, and performing for the final music assembly.

Art - Ceramic rock pool. Optical Art. Complete Egyptian picture. Design sportswear. Sliced fruit drawing. Photomontage faces

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

Busy Bodies

Find out the different bones in the human skeleton - label these.

Look at different types of skeletons - animals.

Create a 'helmet' for an egg. Test out your helmet to see if it protects the egg! Relate to forces.

Look at why we wear protective clothing for bikes, etc.

Find out different parts of the brain and their functions

Name the human organs and what they are used for.

The respiratory system - how we breathe and looking at how different animals breathe.

Staying healthy - food and exercise. Different food groups, **make/discuss healthy snacks**. **Keep a fitness diary** - fitness challenge.

Looking after your teeth.

Happy Bodies

Read '**The Best Part of Me**' poem - create a poem about the best part of you.

Create a display about Growth Mind-set - focusing on what you can do.

Upstairs and downstairs brain. **Your thinking brain and your feelings**

brain. Looking at what we can and cannot control and using this to help our thinking and feelings brain - relating to the Zones of Regulation.

How do drugs affect the body?

Why are some people colour-blind?

How do you pull a muscle? Why do you get bruises?

What are your nails and hair made of?

Busy Bodies

How does your organs work? How does blood travel around the body?

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

P3 - Create a PowerPoint about an organ in our bodies. Present this to the class.

P4 - Create a PowerPoint on different types of drugs and present this to the class.

P5 - Keep a home fitness diary. Note down what activities you get up to everyday and how they made you feel.

Pupil Evaluation