

Ethos and Life of the school

UNCRC. Zones of Regulation. Nurturing approaches. Trauma informed practice. Positive staff/pupil interactions. SHANARRI Superstars. Restorative Practices. Respect me. Inclusive classrooms. GIRFEC. Star Pupil Awards. Wider Achievement Gallery. Learning, Teaching and Assessment cycle. School trips. Inclusive Committees. Music Assemblies. Outdoor learning. Learning in all weather- polycrubs. Buddying. Swimming. Golden Time. Trips. Health and Safety. Playtime. Fire Drill. Active Schools. After school clubs. Personal hygiene and care. Growth mind-set. **Learning through play** - a definition written by staff, children and parents of Whiteness Primary School and Early Years. *Learning through play develops creative, engaging and motivating interest in the world around us. Play is natural and when unhurried, it gives us the space and right pace in which to learn. As we play, we watch and learn, we copy and repeat, we practice and experience, we extend our imagination and begin to understand the meaning of what we are doing. Learning through play is fun, it allows us to be active, to make choices, to learn from mistakes and to problem solve and evaluate, all of which build our confidence, resilience and wellbeing. Without realising it we are developing our social, life and relationship skills, all of which are transferable and will serve us well as we grow and flourish through life.*

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

Interdisciplinary Learning

Changing Me: emotions, growth mind-set- use stories, drama, puppets. Zones of Regulation and self-regulation ideas/strategies. Body changes- challenges, label diagrams, friendships- play games

Changes through time: old versus new technology - comparing/matching e.g. phones, activities/games, types of energy e.g. windfarms, how we learn now versus olden days.

Changes in nature: changing seasons - class artwork, appropriate clothing, observe and record weather, changes in landscapes e.g. farming, wind turbines, properties of water experiments - ice activities, tuff trays. Changing climates and plants/animals in different areas. **Changes and metamorphosis of different animals- outdoor learning/wildlife garden.**

Changing Energy: different forces and making things happen e.g. heat to melt ice, wind to blow windmills/kites, toys, push/pull- design a fair test, friction- cars on ramps, magnetic games.

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 and discussion/comprehension, sequencing, P1 Word building, writing short sentences, consolidate & continue phonics. Syllables 'beats' in words. P2 weekly spelling & grammar, using adjectives in imaginative and personal writing, All -Drawing Club, writing signs, instructions for experiments, recording results, **labelling diagrams e.g. parts of caterpillar/butterfly, their body.** Re-telling stories/fairy tales, changing a character. **Rhyming words- patterns, stories, games.** Show and Tell weekly. Presentations of tasks, writing, research in class.

Maths -Measure - using body parts and metres. **Patterns, Directions and Bearings** - practical outdoors, Beebots, maps. Data Handling- gathering information from collections of items and each other, build pictograms, graphs and analyse data. Money- continue **to pay for snack, give change and add up amounts in café.** Numeracy - P1 +- , number bonds to 10, write/recognise numbers to 20, counting to 30, P2 +- to 20, then to 100 using different strategies **Fractions - halves and quarters, practical e.g. make toast, playdough.**

HWB Discuss and encourage healthy snacks. Brush teeth and lunchtime chats about healthy choices. How families are different and can change, **how to look after a baby and its needs - role play.** Baby photo game. Discuss how their bodies are growing and how they all have similarities and differences. Observe changes outdoors, Planting bulbs and seeds in the polycrub.

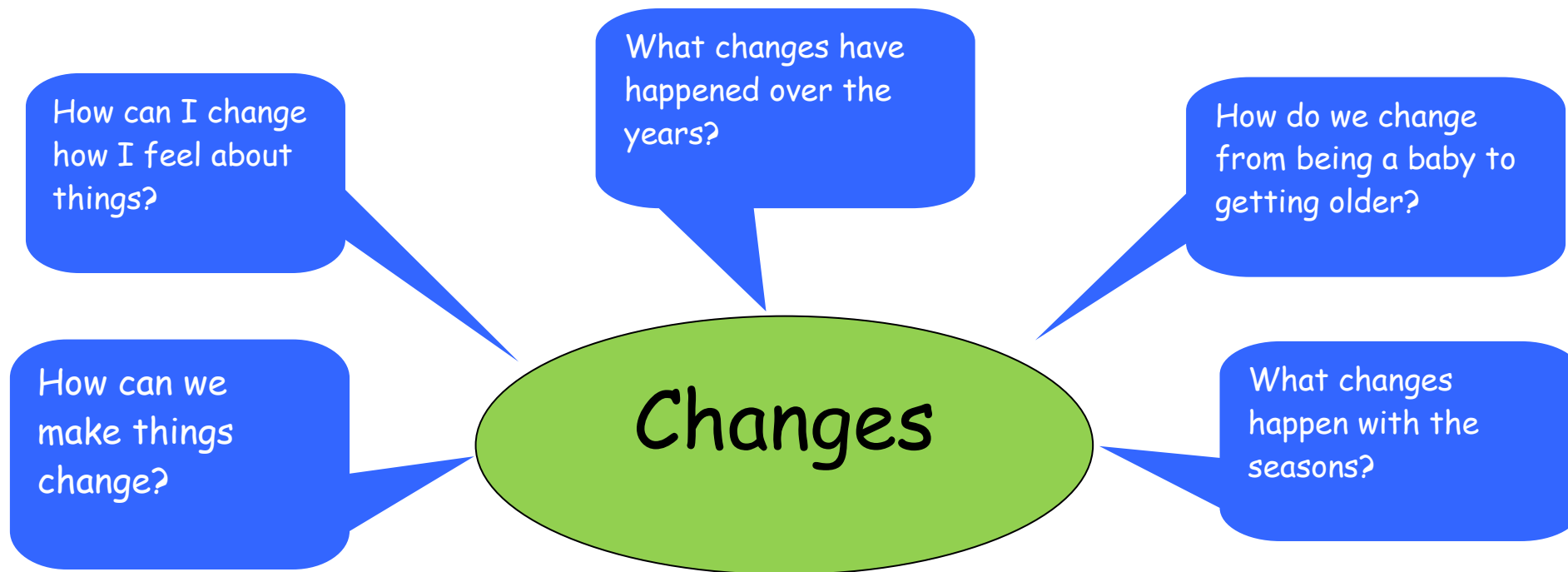
French - Bonne Annee and other greetings, numbers to 20, animals, family members and body parts, food- traditions, **French café.**

RME Burns Night - make Haggis, neaps and tatties. **Chinese New Year celebrations- investigation/play area.** Valentine's Day craft, Mother's day Easter activities. Bible stories of David and Goliath and Jonah and the Whale.

Art - Drawing from memory, still life, ceramics, watercolours and art competition.

Music -singing, music games, playing the xylophone and dancing.

PE- Gymnastics and bat and ball skills.



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

Label a diagram of an animal/insect/object as before and after pictures.
Present it to the class explaining how it has changed.

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

Ask for bread, fruit and a drink in French from the Cafe
Make a class snack of toast and fruit eg. apples
Cut into halves/quarters
Add cost of each item and pay for their snack

Pupil Evaluation