

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 Energy: How solids, liquids and gases change from one state to the other. **Measure** weight, volume and **record data**. Relate to climate change - polar ice caps melting. Different forces - pushing/pulling, friction - use magnets, paper aeroplanes, making fair experiment and changing the force of the other - comparing/contrasting **results**.

Changing Me: Recognising different **emotions** and creating tools for self-regulating, growth mind-set - role-playing social stories, **body changes**.

Changes through time: old versus new technology - **comparing/contrasting** e.g. phones, activities/games, how we learn now compared to olden days, types of energy e.g. windfarms, solar power, etc. **Effects of renewable and non-renewable energy sources**.

Changes in nature: changing weather - observe and **record weather**, changes in landscapes e.g. farming, wind turbines, natural disasters. Properties of water experiments - ice activities, water cycle. Changing climates and plants/animals in different areas.

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

Numeracy - Multiplication, division and fractions - practical activities to show the link between these. Decimals and percentages. **Measurement** linked to our topic - distance, weight and volume. Outdoor maths work where possible. **Data handling** - reading and displaying information.

Literacy - Guided reading 3/4 times per week and daily opportunities to read for pleasure. Presentation skills and listening and talking through show and tell. Use writing bookmarks (P3) and the VCOP approach (P4/5) to up level skills in news writing. Focus on writing instructions, **persuasive writing**, and fairy tales.

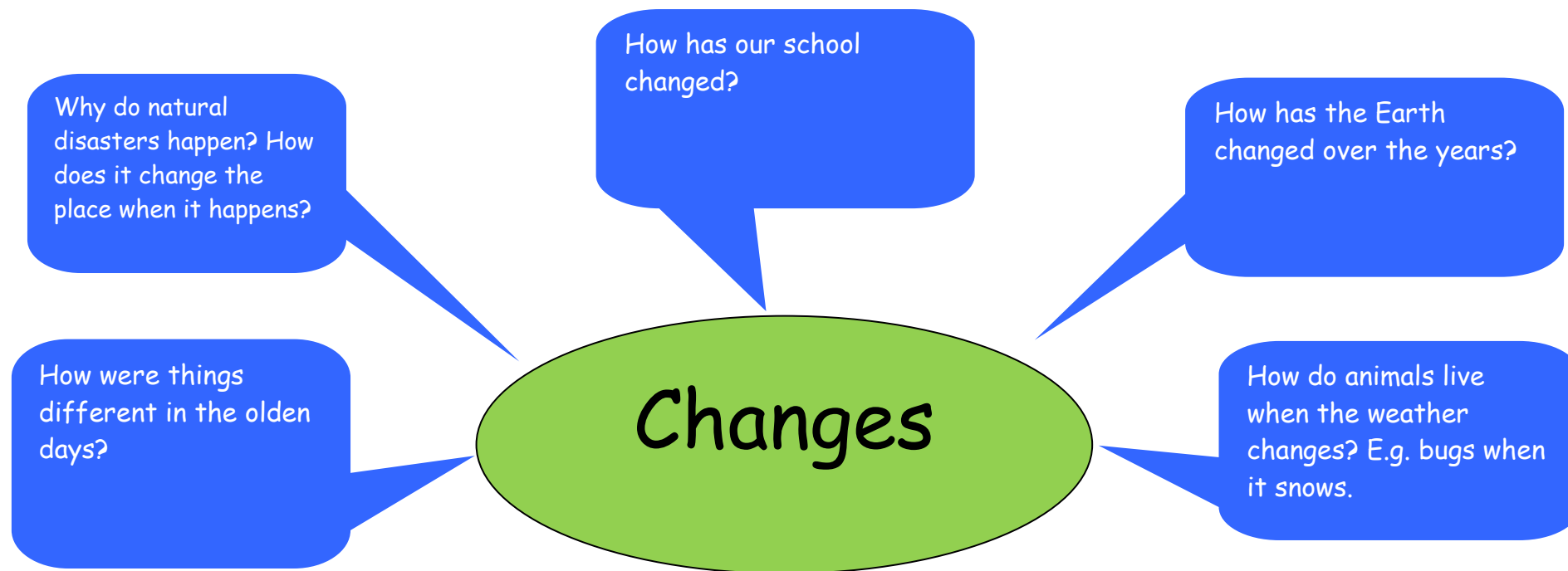
Health and Wellbeing - (Using RSHP) For P5- Relationships, sexual health and parenthood. P4- Being safe online, human life, friendships and inclusion. P3- Discuss how their bodies are growing and how they all have similarities and differences, naming parts, looking after themselves, what's right/wrong. **Class jobs to promote independence**. Zones of Regulation used for daily check-in. **Emotions**.

RME - Burns Night, Chinese New Year celebrations, Valentine's Day, Mother's day Easter activities.

Art- Drawing from memory, still life, felt work, ceramics and an art competition.

Music- Blues music and how to use instruments (bass, Drums, Piano and voice) to play along to blues songs. Notated rhythm, line dancing.

PE- Gymnastics and fitness fun.



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

Create a leaflet to persuade others to go on holiday to a different country around the world. Include information about the destination such as weather during the year, animals, food and some things to do.

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

1st Level - Create a Venn diagram comparing and contrasting life now to the olden days.

2nd - Complete a class survey on a chosen question. Show results as a fraction and simple fraction. Display this information as a chart and as a fact family (multiply, divide and fraction).

Pupil Evaluation