

## 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 – Changes

**Investigate how different landforms are created** - including mountains, rivers, islands and volcanoes.

**Investigate famous geographical features/landmarks** - local and around the world, make models.

Explore our local area and how it has changed, naming the Shetland Islands and features of these - including ferries and fixed links.

**Interpret different types of information from maps and Google Earth**

Investigate different forms of **transport around the world.**

**Personal Projects** - Present individual fact files/models.

Water Cycle and experiments.

**Climate Change** - Explore the impact of climate change and global warming.

Sustainability - Explore the Global Goals and suggest things that we could change to live in a more environmentally friendly way.

## 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 patterns. Alternative weekly grammar/comprehension. Weekly extended writing linked to interdisciplinary learning wherever possible using the VCOP approach. **Persuasive writing, Explanation texts, Journalistic writing.** Guided reading group/whole class reading sessions 2/3 times per week. Daily opportunities to read for pleasure. **Library.** Talking and listening, **presentations to the class.** Class novel.

**Numeracy** 2D Shape and 3D objects - recognising, drawing and building a **range of shapes and objects** and classifying using relevant terms. 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** SHANARRI. Buddying for P7 with P1. Fun 31. Zones of Regulation used for QR code daily check-in. Friendships and Relationships. Skills to manage changing relationships. Inclusion. **Working with others.** Show and Tell opportunities to promote confidence.

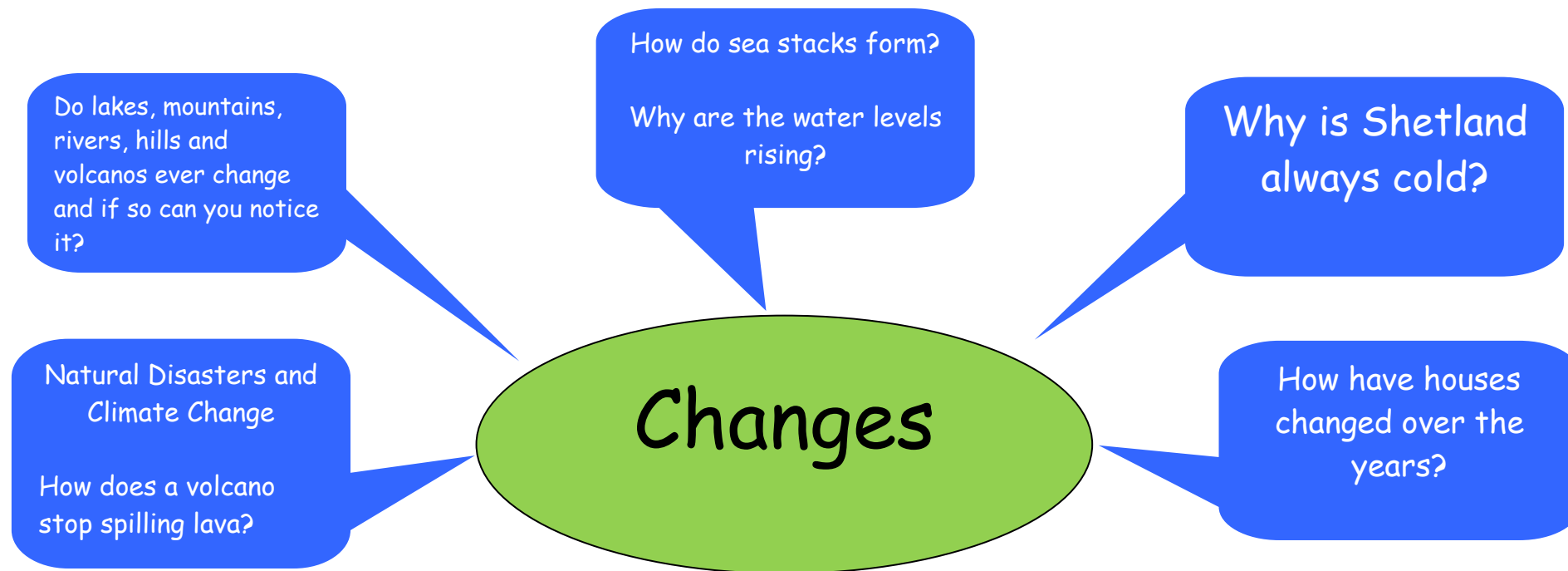
**French** Building on previous vocabulary, saying our nationality, saying and writing the date and our birthdays, likes and dislikes

**RME** The Easter Story - Holy Week.

**Art-** Art competition. Still life. Surreal photomontage, enlarging techniques.

**Music** - Continuing with singing rhythm work and playing instruments. Great music artists of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**PE-** Gymnastics and volleyball.



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

Create an individual fact file to present information on a country's landscape, landmarks, climate, eco system, transport, etc.

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

Pupils will draw a map of a country of their choice, including a scale drawing of a famous landmark, locating key places and describing the locations in relation to their landmark using knowledge of the eight point compass.

Pupil Evaluation