

Ethos and Life of the school

UNCR. 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.*

Interdisciplinary Learning

At home - Describe, **label drawings of their house**. Compare with different types of housing nearby and in photographs. Make junk model houses.

In the garden/school grounds - looking after plants/polycrub, **observing plants, insects and birds**. Craft activities, research, models, bug hotels. Scavenger Hunts, orienteering, obstacle course. Group collages - design a garden. Outdoor play- den building, mud kitchen, watercourses, polytunnel lessons.

Local Area - weekly exploring/walks to different areas e.g. **beach, hill, park**. Group tasks/challenges in mixed age groups. Draw mental maps. Take photographs. Voar Redd Up. DYW- **Jobs and businesses**- invite people in. Parents jobs. Land use- crops, animal, crofting - class frieze.

Travel/transport- Construction activities, role-play, design activities. Locate home in Shetland- **maps, roads, islands**, Google maps compare to NZ- link with school.

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: - Daily reading -P1 Word building skills and sentences consolidate and continue phonics. Alphabet-letter names, song, capital letters. Sequencing and writing stories. P2 weekly spelling and grammar- nouns, verbs, adjectives, punctuation in imaginative and personal writing. Drawing Club, writing signs, role-play area, labelling diagrams e.g. Insects, plants and maps. Write letters.

Maths: -Measuring - *weight*- non-standard units/kg, *Capacity* - water and sand play/litres. Directions and Bearings - Beebots, maps and **outdoor play based learning**. *Area*- non-standard units. Revise telling the time and using money. Numeracy - groups/multiplication, **sharing/division**. Rounding/Estimation. **Patterns in objects** numbers. Data Handling - **sorting information** collecting data, making bar charts.

HWB: Friendships, honesty, kindness, likes/dislikes - Have You Filled My Bucket story, Health Committee activities, looking after plants in the Polycrub. Discuss and develop social skills- soft start, play based learning, cooperative tasks.

ICT: Online literacy, maths games P1-Word, Fast Phonics for literacy tasks. P2-Internet research, PowerPoints.

French: - revise greetings, saying names. Introduce weather, body parts through games and whiteboard activities. French stories and songs about animals.

RME Jonah and the Whale. New Life/baby animals and spring pictures.

PE: Athletics and physical literacy

Music: Singing while moving in games and dance. Performing at the music assembly.

Art: Ink painting, painting stones and rocks, photo frame designs and art prints.



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

'Where I live' information sheet with labelled diagrams.

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

Collecting and sharing daisies/dandelions in groups to make patterns.

Pupil Evaluation