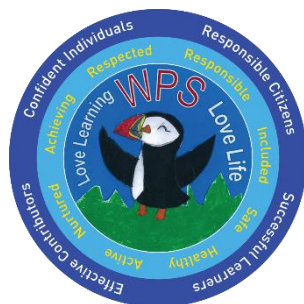


Ethos and Life of the school

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

jobs- role play hospital, builders in sand, blocks/kapla, fishing game, jobs on boats -water tray activities. Invite parents/adults in to share their jobs. Paint pictures of what they want to be when they grow up. STEM activities - astronaut, hats, things needed for jobs e.g. fishing rods, hammer, telescope etc.

the past- dinosaurs in sand and blocks, make fossils in playdough model making, old fashioned bikes, vehicles. Grandparent's questions. Old fashioned cartoons.

places - my home, garden, places in the World. Look at maps, globes. Make maps of our loose parts zone. Use blocks/sand to make different places e.g. famous buildings, local beach

materials - waterproof experiments- Den building shelters on a rainy day. Umbrellas from Lost and Found Story. Floating/Sinking, magnetic activities. Building materials- link to stories e.g. The Three Little pig's houses. Make models. Use wool and fabric to make collages and models. Write about their models/pieces. Share orally what they made.

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-P1-fine motor skills, cutting skills introduce initial sounds s,a,t,i,p,n using Jolly phonics-songs, actions, interactive and practical materials. Indoor and outdoor games/play based learning. Introduce characters and listen to ORT stories. Listening to stories every day in class.

P2 - revise double vowel/consonant sounds and letter names- alphabetical order. Practice all letter formations including capital letters. Weekly spelling through games and magnetic letter activities. CYPIC -Writing short sentences with capital letters and full stops. Daily reading with associated games/tasks. Label diagrams. Drawing Club*-daily story/traditional tales, vocabulary development, fine motor skills, link to STEM

Numeracy-counting, sequencing and ordering numbers (P1 to 10, P2 place value to 100) Number formations 0-9 using Number Zoo, Practical time and money activities in play, including days, months and seasons. 2D and 3D shapes, symmetry, making patterns involving objects, shapes and numbers.

Technology - online maths games, using, kindles, iPads and the Desktop. Type on MS Word.

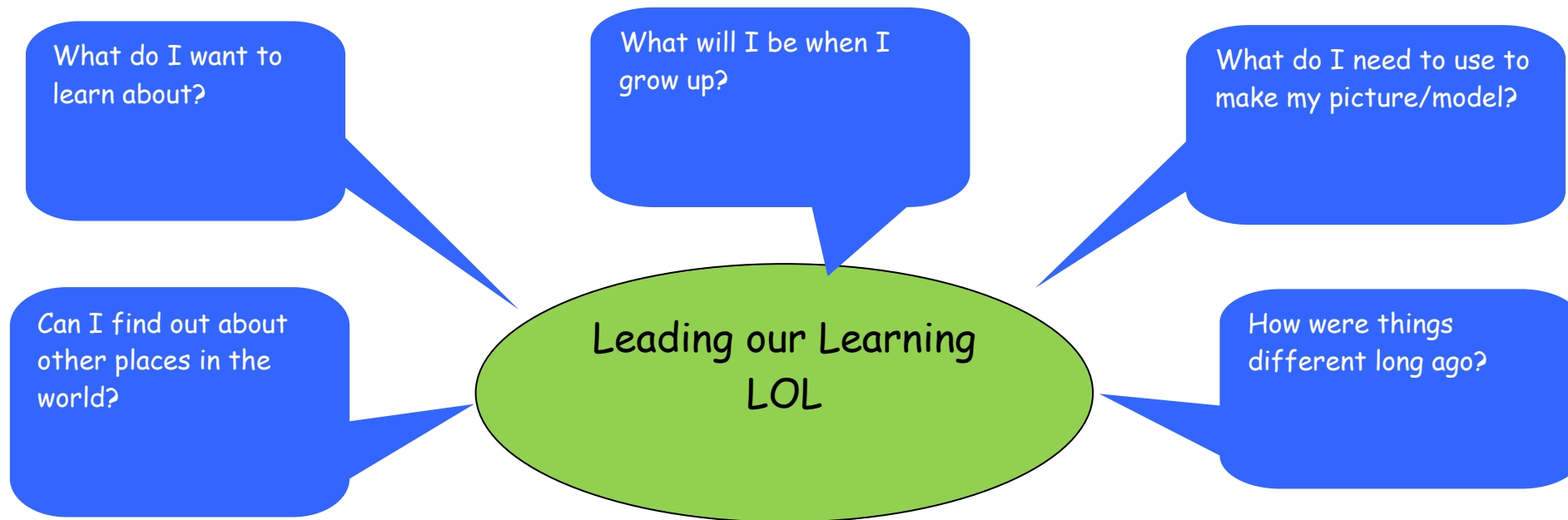
French - greetings, please/thankyou, songs and games, numbers to 10, colours
RME - Jonah and the whale -give people a second chance, David and Goliath story-self-belief/bravery.

HWB/RSHP- Daily check in with Zones of Regulation - discuss feelings. Playing together, being kind, friends and friendship. SHANARRI-being Healthy discussions- food, exercise etc. Being Safe at home and at school- Discussions, scenarios and drawing. Good handwashing and taking care of our teeth -Visit from Childsmile.

Art Drawing and colour

Music Exploring songs and games

PE Rugby: developing skills and strategies required to play rugby effectively. Teamwork, communication and decision-making.



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

Use letters (p1) and simple words/sentences(p2) to label their models and pieces of art to put on a little exhibition

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

Use blocks, kapla, loose parts to make a symmetrical place, building or design.

Pupil Evaluation