

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

Here My body- Discuss how their bodies are growing and how they all have similarities and differences, label diagrams of **body parts**, songs and **games**. My family - how families are different and can change - photos, drawings. Changing seasons, planting in the polytunnel, outdoor investigations/walks - observing plants and animals, including mini-beasts. Local traditions - Up Helly Aa. Caring for our Environment collect litter, country code.

There travel and transport, different vehicles - small world play, make junk models, STEM activities - floating and sinking, materials, forces, flight, etc. Create an airport role play area - departures/arrivals board, jobs. Needs and wants- packing a suitcase.

Everywhere Discuss other countries/places in the world. Use Google maps on big whiteboard, look at basic atlases/globes/maps. Focus on France. P2 simple research using ICT. Make flags. Hot and Cold countries - ice experiments, clothing, **animals - make factfiles**, discuss life-cycles, food chains games, and pictures, sorting into groups.

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 - Show and Tell weekly. Daily reading and discussion/comprehension, sequencing, P1 Word building, writing short sentences, consolidate & continue phonics. P2 weekly spelling & grammar, **using adjectives** in imaginative and personal writing. Create a Magical Land for imaginative writing. All -Drawing Club, writing signs, instructions for craft, **labelling diagrams** e.g.their body, animals, vehicles. Re-telling stories - orally and written. **Reading aloud and presenting to the class.** Rhyming words- patterns, stories, games.

Maths -Time - o'clock and half past - digital and analogue. 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. P1 - coins to 10p. p2-coins to 20p. Numeracy - P1 +- , number bonds to 10, write/recognise numbers to 20, counting to 30 **double numbers to 20**, P2 +- to 20, **counting in 2's**, 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 to look after a baby and its needs - role play. Baby photo game. **French** - Bonne Annee and class instructions, numbers to 20, animals, family members and body parts. French maps and famous landmarks.

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

Art Edvard Munich "The Scream". Snow Days mark-making and effects. Aboriginal stone painting. Design project. Rousseau and The Tiger. Egyptian Hippo model **Music** Singing, movement and exploring tuned and untuned percussion. They will be working on songs for the spring music assembly.

PE Gymnastics- balance, rotation, travelling, jumping and flight in different gymnastics contexts. They will use a variety of different apparatus and floor situations to build confidence, resilience and improve their skills. Bat and Ball - improve their bat and racquet skills through a range of games and practices. We will have a focus on problem solving tasks and the pupil's ability to persevere with some of the more complex tasks.



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

Pick an animal to make a factfile on, use ICT for research, label pictures and write information using descriptive words. Present this to the class

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

When children are lined up count legs, arms, ears etc in 2's. Children take turns each day with a different body part.

Pupil Evaluation