

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

Make maps of our outdoor space.

Living Things -living and non-living things- discussion, sorting objects and images. Outdoor search. Simple **food chains**, puzzles

Lifecycles of a frog, butterfly- craft activities. Animals and their off springs names, drawings, human life cycles - growing up and changes

Vertebrates and Invertebrates - video, sorting animals, drawing

Animal groups - Twig and Tig-tag videos, sorting animal cards, games, painting animals to create a wall display. Share facts about animals.

Growing plants - vegetables and flowers in the polycrub. Investigate spring flowers, **label diagrams**. Planting bulbs and flowers in outdoor areas.

Investigate **minibeasts** in the wildlife area, create **habitats** eg. bug hotel

Local area walks, look for signs of Spring- plants and animals, go to the beaches, investigate rock pools. Identify and investigate some types of fish.

Voar Redd Up to clean up the beach. Identify birds and make bird feeders.

DYW- RSPB, Salmon farming/fishing

Using and developing our outdoor **Loose Parts** areas. Water courses, den building, obstacle courses. Team building, social skills. Plan and create new 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

Literacy: - Daily reading -P1 Word and sentence building, consolidate and continue phonic sounds. 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**. Show and tell. Listening to stories, Drawing Club. Asking Questions

Maths: -Measuring - *weight*- non-standard units/kg, *Capacity* - water and sand play/litres. Directions and Bearings - Beebots, maps and outdoor learning. Area non-standard units. Numeracy - grouping/multiplication, sharing/division. Patterns in numbers, skip counting. Data Handling - sorting information, collecting data, tally marks, making bar charts.

HWB: My Growing Body, naming and labelling parts. Looking after plants in the Polycrub. Name, discuss and develop social skills. **Responsibility Week** - helping others, Fill My Bucket story, reinforce respect and manners

ICT: P1 maths/phonics games P2- **Internet research**, **Word**, PowerPoints.

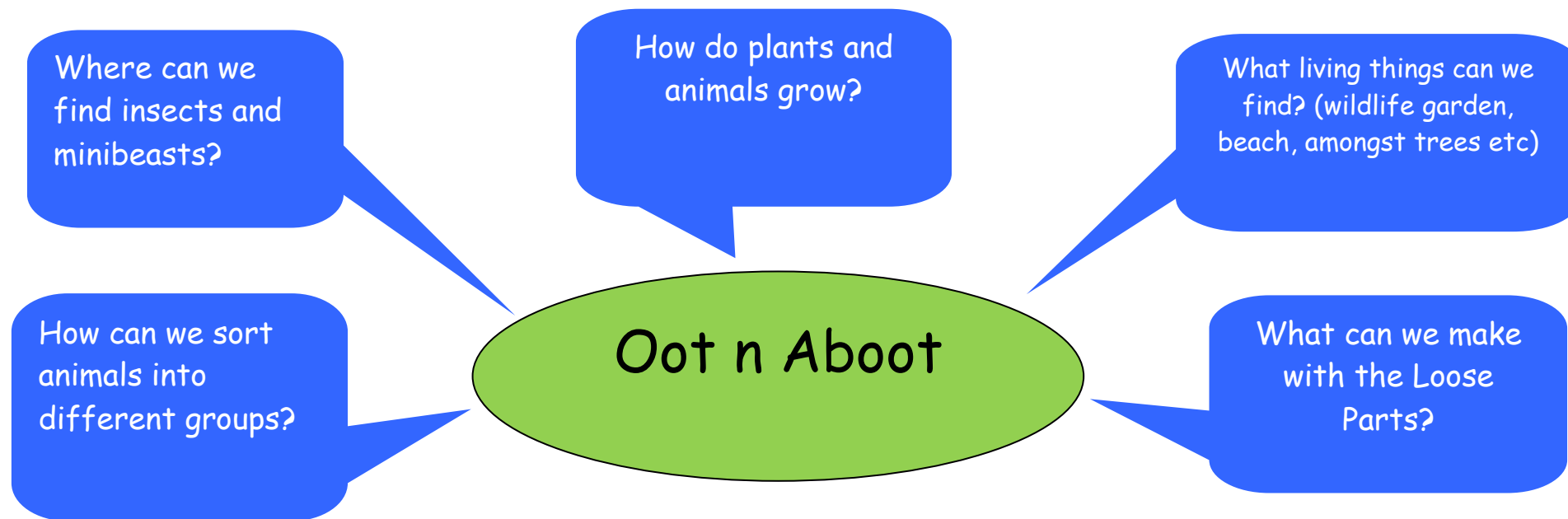
French: - revise greetings, saying names. Introduce weather, body parts through games and whiteboard activities. French stories and songs about animals. Counting to 20.

RME Easter Story and easter egg activities. New Life/baby animals and spring pictures

PE: Athletics. How the body works, rules in sport. Improving sport and movement skills. Building confidence and developing concentration.

Music: Rhythm, song and beats.

Art: Drawing form, textures and colour.



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

Simple fact poster

P1- Choose an insect/animal to draw. Write a fact about it and label the picture.

P2- Same activity but using Word and ICT skills.

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

Collect Data about insects found in the Wildlife Garden or during a walk - use tally marks.

Pupil Evaluation