

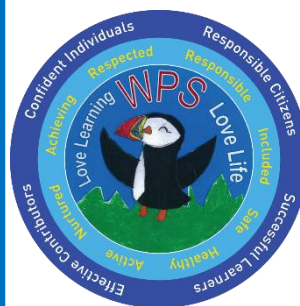
Ethos and Life of the School

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.



Interdisciplinary Learning - 'Afore Noo'

I can explain why WW2 began and the main countries that were involved.
 I can learn about key and influential figures in WW2.
 I can create a timeline of significant events during WW2.
 I can learn why children were relocated from cities to the countryside during the war and discuss how this would have felt.
 I can understand the importance of rationing during the war.
 I can plan, organise and prepare a WW2 themed recipe.
 I can describe how people on the home front contributed to the war effort.
 I can understand how propaganda was used effectively in WW2.
 I can learn about the vital role Shetland played in WW2.
 I can experience what it would have been like using Anderson shelters for protection, through drama and role play.
 I can measure out the dimensions of an Anderson shelter and make a scale model.
 I can investigate the weaponry used in WW2.
 I can participate in a variety of STEM activities linked to WW2.
 I can research another conflict in the past or present of my choosing, presenting the information I have gathered to the class.
 (e.g. Vietnam War, Afghanistan, Russia-Ukraine Conflict, Israel-Gaza Conflict, etc.)

Learning is designed based on the following principles:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation

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, and 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

- I can correctly use a variety of punctuation and ambitious openers in my writing.
- I can write a: character description, newspaper report, persuasive text, **diary entry**, letter, personal piece, set of instructions, script, biography, 'black-out' poetry and a book report on our class novel.
- I can read aloud in guided reading sessions with my teacher.
- I can engage well with our class novel, 'The Hunt for David Berman' by Claire Mulligan.
- I can complete weekly spelling, grammar, comprehension and handwriting activities.
- I can research a topic of my choosing and develop my presentation skills.

Numeracy

- I can practise my mental math skills and increase my times table confidence/recall.
- I can read, write, order, compare, partition and round 6-9-digit whole numbers and numbers up to 3 decimal places.
- I can use negative numbers in context.
- I can read and record time in both 12-hour and 24-hour notation, convert between the two and calculate durations of activities and events.
- I can adjust quantities of a recipe to make a larger batch and price ingredients on a shopping list and calculate costs.
- **I can interpret maps, models and plans with simple scales.**

Health & Wellbeing

- I can take on roles and responsibilities in our 'Classroom Economy'.
- I can help decide on our class 'Emotional Check-In' format for Term 1.
- I can plan, organise and participate in 'Buddy' sessions.
- I enjoy opportunities to get involved in our class's committee for Term 1 - Pupil Council.

R.M.E.

I can learn about Judaism and how WW2 affected Jewish communities.

German (Taster)

I can learn some basic German words and phrases.

P.E.

I can experience invasion games, developing skills and strategies for Basketball.

Art

I can create artwork to represent aspects of World War 2 and explore how colour can be used for different purposes, reflecting on the impact it has on my finished pieces.

Music

I can explore music and composers from the World War 2 era. I can perform arrangements of pieces using a variety of classroom instruments.

What was 'The Blitz'?

Why do wars begin?

Did World War 2 happen in Shetland?

Who fought in the war?

What weapons were used in the War?

'Afore Noo'

WW2 and Other Conflicts

What happened to the women and children?

Literacy and IDL High Quality Assessment

(Demonstrating breadth, challenge and application in a new and unfamiliar situation.)

- ❖ Through drama and role play activities, I can explore what it would have been like and how people would have felt during the WW2 air raids.
- ❖ I can create an imaginative text about spending a night in an air raid shelter during the war.

Numeracy and Mathematics High Quality Assessment

(Demonstrating breadth, challenge and application in a new and unfamiliar situation.)

- ❖ I can accurately measure out the dimensions of an Anderson Shelter.
- ❖ I can create a scale model of an Anderson Shelter.

Pupil Evaluation: