

## 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 - "Let's Go!"

STEM-Committee plan whole school activity for science, technology, engineering and maths.

Class Topic - Japan Transport, food, art, clothing, natural disasters, technology, animals, culture and lifestyle.

Writing- anime/ manga comics.

Maths- time, transport and planning journeys from cities to the countryside.

Science- natural disasters within the history of Japan.

Art- a focus on Japanese artists and styles of art, as well as clothing and fashion.

HWB- Food, health and consumer- studying the food that grows in Japan, what we can make in class and how it benefits our health.

Vertical Grouping Activities create an imaginary country - maps, climate, flag, animals, food, people etc. through artwork, textiles, airdrying clay, cooking, ICT Stop Motion, writing, model making.

## 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 Pupils will take part in weekly spelling and grammar sessions and write four times a week, with a focus on using openers to improve the flow of their writing. Guided reading will take place twice weekly, alongside daily reading for pleasure. Our class novel is *The Explorer* by Katherine Rundell and pupils will also visit the library weekly. Talking and listening will be developed through presentations and class discussions.

Numeracy - Practicing number processes

Maths/Beyond Number - Let's see how long our journeys around the world take us with a focus on time (planning journeys, using calendars, timing events and basic speed calculations)

Technology Make video with pictures and narration to culminate topic. Using the programme Scratch - creating interactive stories, games and animations while learning the basics of coding. Using skills in ICT to make stop-motion videos.

Health and Wellbeing - Let's see the food that is grown in Japan and what it does for our health

French - Journeys and modes of transports

RME - Ramadan, Pesach and Easter

Art - Japanese art and artists

What does the country's flag look like and how many people live there?

Can we do a personal project and research our own country?

What kind of animals live in the country?

How are we going to travel to the country?

Let's Go!

What would the food be like? What types of food grows there?

[Literacy and IDL High Quality Assessment](#) - demonstrating breadth, challenge and application in a new and unfamiliar situation.

Use skills in ICT to make stop-motion videos.  
Personal project - research own country using different sources and use key information found to make a presentation.

[Numeracy and mathematics High Quality Assessment](#) - demonstrating breadth, challenge and application in a new and unfamiliar situation.

Use timetables to plan journeys and work out travel times, through different modes of transport.  
Learn about time zones in different countries.

## Pupil Evaluation