

Ethos and Life of the School

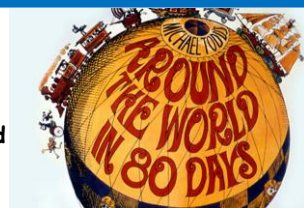
UNCRC. Zones of Regulation. Nurturing approaches. Trauma informed practice. Positive staff/pupil interactions. SHANARRI Superstars. Restorative Practices. Respect me. Inclusive classrooms. GIRFEC. Star Pupil Awards. Wider Achievement Gallery. Learning, Teaching and Assessment cycle. School trips. Inclusive 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.

Interdisciplinary Learning - 'Let's Go!'

Around the World in 80 Days

I can 'visit' a variety of countries around the world and complete learning tasks, challenges and investigations.



- * Ecuador (Galapagos): I can describe how animals inherit characteristics and how living things change over time.
- * Hawaii: I can describe how volcanoes are formed and explain their effects on people and the environment.
- * Iceland: I can describe what geothermal energy is and explain how it can be used as a renewable source of heat and electricity.
- * Monaco: I can describe how different vehicles, like superyachts and racing cars, move and explain what helps them float, travel fast, or change direction.
- * Vatican City: I can describe why Vatican City is important to the Catholic religion and explain some of its key features and traditions.
- * Kenya: I can identify countries and communities where people struggle to access clean water.
- * Maldives: I can describe how rising sea levels are affecting low-lying countries.
- * Thailand: I can describe what a tsunami is, explain what causes it and discuss how it can affect people and places.
- * Nepal: I can describe how altitude and weather conditions in the mountains can lead to avalanches and explain how they affect people and the environment.
- * Australia: I can describe how rising sea temperatures affect coral reefs and explain why conservation is important.

Progress will be evidenced through planned periodic high-quality assessments, showing application of knowledge.



Learning is designed based on the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and Choice

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

- I can use complex connectives in my writing. (VOP)
- I can write a variety of texts: descriptions, newspaper reports, persuasive texts, diary entries, brochures, fact-files, presentation scripts, analytical essays, sets of instructions, imaginative stories and a book report on our class novel.
- I can read independently and aloud in guided reading sessions with my teacher.
- I can engage well with our class novel, 'The Nowhere Emporium' by Ross MacKenzie.
- I can complete weekly spelling, grammar, comprehension and handwriting activities.

Numeracy

- I can read, write, compare and order decimals to three decimal places.
- I can add, subtract, multiply and divide decimals.
- I can find percentages of amounts and use percentages to solve everyday problems.
- I understand the link and can convert between fractions, decimals and percentages.
- I can name and describe right, acute, obtuse and straight angles.
- I can compare, estimate and measure angles using a protractor.
- I can use angles to help me solve simple problems in shapes and directions.

Health & Wellbeing

* Whole School Vertical Grouping Activities:

- I can work cooperatively with pupils from different classes to create an imaginary place (map, climate, flag, animals, food, people, culture, etc. through artwork, textiles, cooking, writing, model making and ICT), developing my teamwork, problem-solving, communication, creative and leadership skills.
- I can plan a whole school walk and STEM activities for our class's committees for T3.

R.M.E.

- I can describe the main types of Christianity and what Christians from different traditions have in common, such as beliefs and celebrations.

German

- I can learn how to say the days, months, numbers to 20 and have short conversations asking people their name, how old they are and where they live.

**Literacy and IDL High Quality Assessment**

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

Personal Projects

- * I can research my chosen country using different sources and pick out the key facts.
- * I can use digital tools to create a clear and well-organised presentation.
- * I can write a script in my own words that explains the main points about my country.
- * I can present confidently using expression, good pace, clear volume and eye contact.

Numeracy and Mathematics High Quality Assessment

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

Around the World Trip Planning

- * I can follow and create simple maps to show my route around the world.
- * I can use timetables to plan journeys and work out travel times.
- * I can use time zones to work out the time in different parts of the world.

Pupil Evaluation: