

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-polycubs. Buddying. Swimming. Golden Time. Trips. Health and Safety. Playtime. Fire Drill. Active Schools. After school clubs. Personal hygiene and care. Growth mind-set.

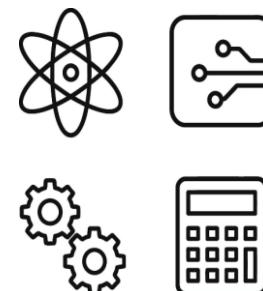
Learning Through Play - a definition written by staff, children and parents of Whiteness Primary School and Early Years: Learning through play develops creative, engaging and motivating interest in the world around us. Play is natural and when unhurried, it gives us the space and right pace in which 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 - 'Fix It!'

Together in co-operative groups with P5/6, I can engage in STEM activities that promote scientific thinking and technological understanding with an added element of problem solving.

Events/Themes (October - December) chosen by pupils:

- Halloween
- World Jellyfish Day
- Bonfire Night
- World Diabetes Day
- World Toilet Day
- St Andrew's Day
- Antarctica Day
- Christmas

Christmas Show

- I can use voice, movement and space to convey character and situation.
- I can perform confidently for an audience.
- I can work co-operatively with others in a drama context.

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 SubjectsLiteracy

- I can use ambitious openers and a variety of connectives in my writing. (VCOP)
- I can write a variety of texts: text prediction, character description, newspaper report, persuasive text, diary entry, letter, **STEM reports**, analytical essay, set of instructions, an imaginative story 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, 'Holes' by Louis Sachar.
- I can complete weekly spelling, grammar, comprehension and handwriting activities.

Numeracy

- I can use mental strategies and formal written methods for x and ÷.
- I can create equivalent fractions, simplify fractions, order fractions with a set of unlike denominators, calculate a fraction of a quantity, convert between mixed numbers and improper fractions, + - x ÷ fractions and apply my understanding of fractions in real-life contexts.

- I can use money in real-life contexts, applying money skills in practical situations like budgeting, shopping or planning events.
- I can compare costs and determine best value, evaluating different options to decide which offers the best value for money.
- I can calculate discounts in sales and final prices.

Health & Wellbeing

- I can take on roles and responsibilities in our 'Classroom Economy'.
- I can plan, organise and participate in 'Buddy' sessions.
- I enjoy opportunities to get involved in our class's committee for Term 2 (Eco R.M.E.)

- I can explore and describe a variety of religious festivals celebrated by different faiths, understanding their meanings, traditions and importance.

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.

P.E.

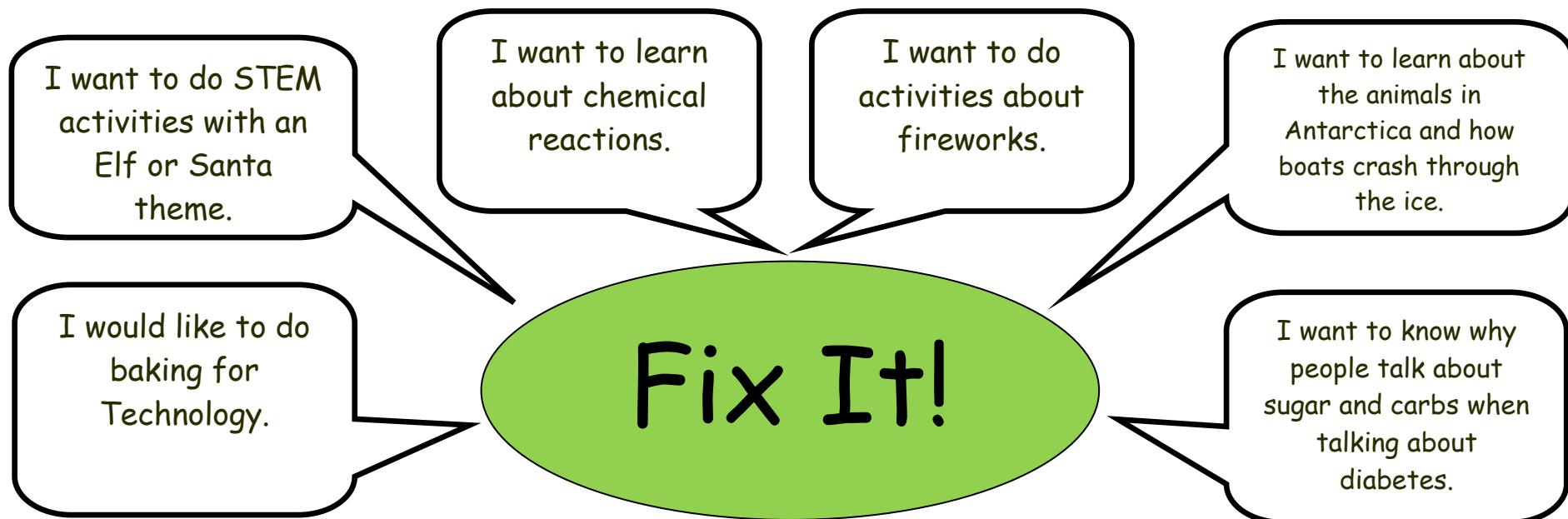
I can learn the skills and strategies required to play Badminton.

Art

I can identify how to improve my drawing skills in art.

Music

I can prepare for the Christmas show.



Literacy and IDL High Quality Assessment

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

I can write reports linked to STEM investigations and problem-solving activities. My reports are structured to include:

- A clear scientific or technological explanation of the activity, with a well-formed hypothesis or prediction.
- A step-by-step account of what we did.
- Any modifications or changes we made during the process.
- The results and conclusions of the investigation and what we learned.

Numeracy and Mathematics High Quality Assessment

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

I can produce 'Christmas Wishlist Posters' linked to my Classroom Economy Savings during Black Friday/Cyber Monday period, by:

- Finding the best price for goods by comparing and calculating discounts.
- Using my rounding and estimating skills to stay within budget.
- Linking my fraction/percentage knowledge and understanding to real-life money contexts.
- Presenting my 'Wishlist' in a well-organised layout with details of sales and prices before and after discounts.

Pupil Evaluation