

## 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

**Human** Name **body parts** and how they work. Label diagrams. Use life size skeleton to discuss and compare bones, art and craft activities. Muscle activities and challenges. Name some major organs using the life size torso and label each other. **Looking after their body** i.e. Right and wrong behaviours. Eating a healthy balanced diet, sorting foods on Eatwell plates. Class café role play. **Spreading germs experiment**, discuss safety around medicines- sorting activity.

**Plant** Growing plants in the polycrub. Experiments investigating what plants need to grow. Investigate and name different parts of plants e.g. daffodils. Label diagrams. Plant lifecycle e.g. dandelion

**Animal** sort living and non-living things- outdoor scavenger hunt. Visit the wildlife garden to look for insects/minibeasts. Simple research and label diagrams. Share facts. Match animals to what they eat, draw simple food chains for display. Lifecycles of frogs, butterflies and other animals. Match adult to baby animals. Draw diagrams, craft activities. Watch Tig-Tag and short videos of food chains and life-cycles.

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



Learning is designed on the basis of the following principles:

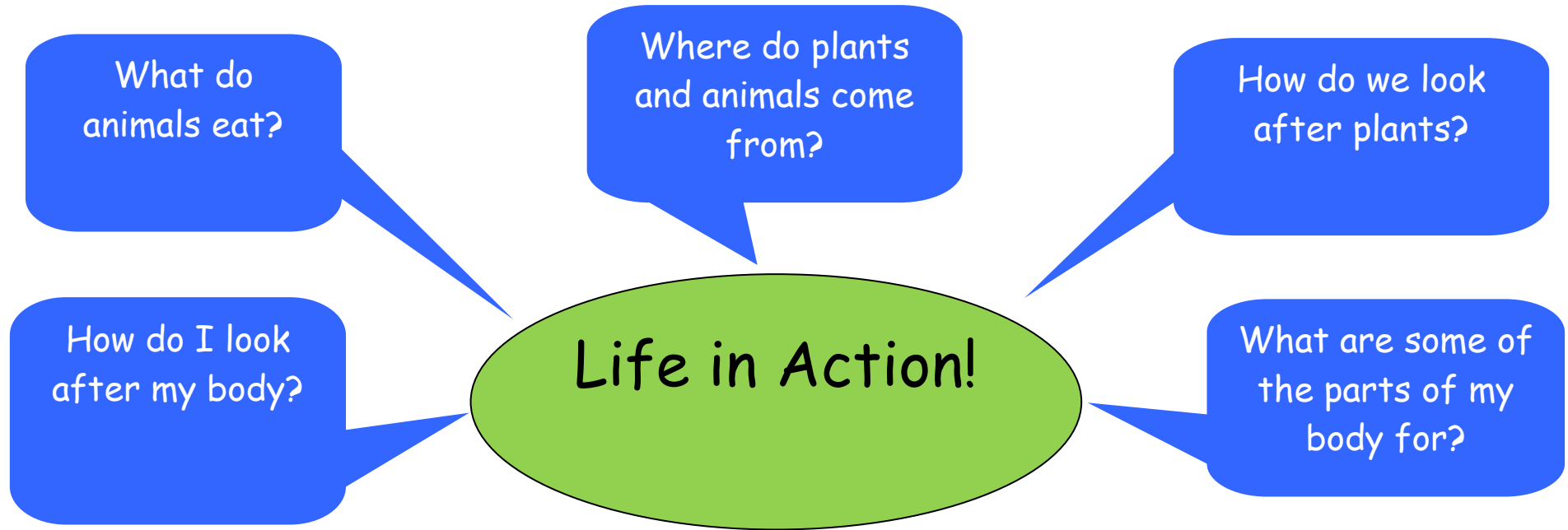
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice

## 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:** - P1 Word and sentence building, consolidate and continue phonic sounds. Alphabet-letter names, song, capital letters and formations. Sequencing and writing sentences. Rhyming- stories, games, puzzles. P2 weekly spelling and grammar- nouns, verbs, adjectives, punctuation in personal writing and **instructions**. Syllables- clapping, games, matching. **All** -Daily reading and comprehension, labelling diagrams e.g. human body, insects and plants Listening to stories, Dramatise/use puppets for stories. Listening to stories, extending vocabulary, Drawing Club. Asking questions  
**Maths:** -**Measuring - length - non-standard units/metres**, **weight-** non-standard units/kg, **Capacity** - water and sand play/litres. Directions and Bearings - Beebots, maps and outdoor learning. **Area** non-standard units. Numeracy - Revise addition and subtraction, grouping/multiplication, sharing/division. Patterns in numbers, skip counting. Data Handling - sorting information, collecting data, tally marks, making bar charts.  
**HWB:** continue to discuss and develop social skills. **Kindness Week** - create a visual, helping others, Fill My Bucket story, reinforce respect and manners. My Body belongs to me, personal space and privacy  
**ICT:** P1 maths/phonics games P2-maths games, Internet research, PowerPoints.  
**French:** - revise greetings, saying names. through games and whiteboard activities. Vocabulary - animals, Classroom objects. French stories and songs. Counting to 10.  
**RME:** stories from the Bible, New Life and Spring, religious symbols



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

Write instructions explaining the spreading germs experiment. Work in pairs to follow instructions to see if it works.

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

Measuring and comparing the length and size of different parts of their bodies. P1 - using correct vocabulary/non-standard units P2 - using standard units of metres/half metres.

## Pupil Evaluation