

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 - "Life in Action"

- We will **explore the diversity of living things**, including plants and animals from the past and present and learn how they can be grouped and classified.
- We will **investigate how physical features and behaviours** help living things survive, and why some species have become extinct.
- We will **explore the lifecycles of plants and animals**, and how plants and animal depend on each other through food chains, food webs and ecosystems.
- We will **explore inheritance and reproduction**, understanding which characteristics are inherited and which are learned or influenced by the environment.
- We will **carry out practical investigations** to discover how plants benefit society.
- We will **build confidence in staying safe** and learn how to respond in an emergency.
- We will **learn about different scientists and inventors** and explore how their discoveries and ideas have changed the way people live.
- We will **explore how water changes state** and use this to understand how the water cycle works in nature over time.

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

- We will develop our writing through a variety of different texts, using VCOP skills: persuasive, diary entries, recounts, sets of instructions, informative and imaginative stories.
- Guided reading will take place weekly, alongside reading for pleasure and we will also visit the library weekly. We will also continue our class novel - *The Explorer* by Katherine Rundell.
- Talking and listening will be developed through presentations and class discussions.
- We will complete weekly spelling, grammar, comprehension and handwriting activities.

Numeracy/Maths -

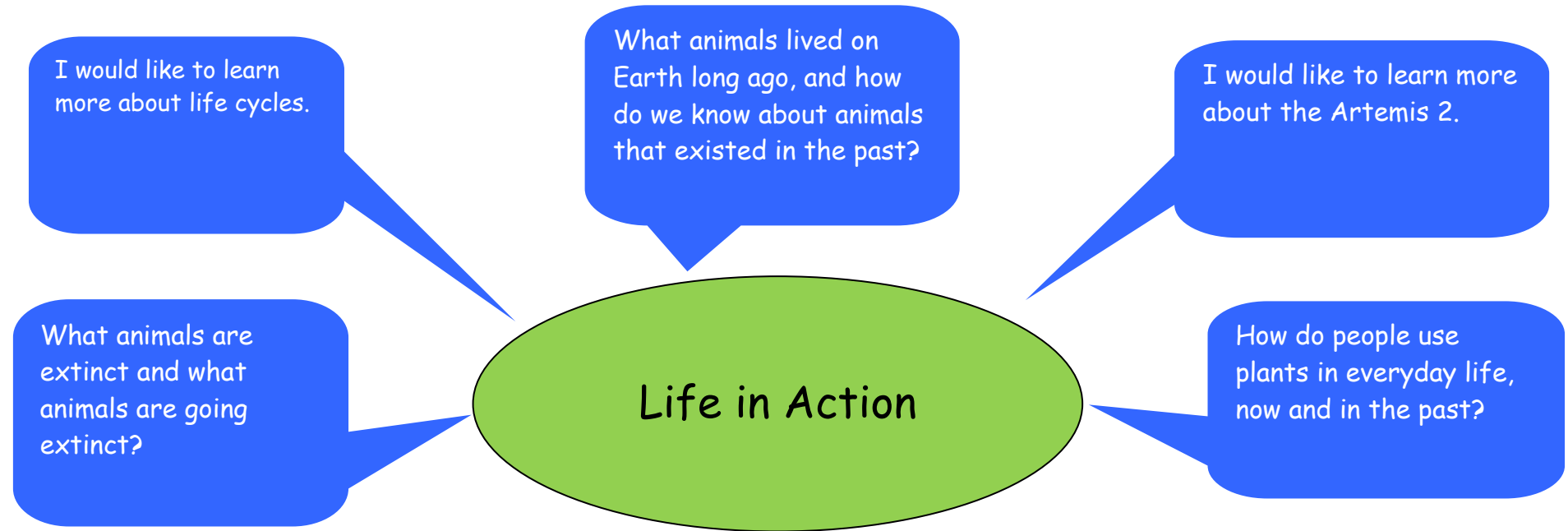
- We will develop our understanding of angles, symmetry and transformations. We will explore how to measure and identify different types of angles, identify and create lines of symmetry, and investigate how shapes can be moved through reflection, rotation, and translation.
- Developing understanding of number through working with large numbers up to 1,000,000, including sequencing, partitioning, estimation and rounding to support confidence and problem-solving

Health and Wellbeing -

- We will develop an understanding of our bodies, feelings, relationships and personal identity, promoting confidence, respect and positive wellbeing.
- We will explore how people grow, form relationships and care for others, with a strong focus on kindness, consent, fairness, safety and responsibility.

French -

We will practice basic vocabulary and simple conversations, and we will learn vocabulary linked to our topic, such as parts of the body.



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

- Write an entry for the Shetland Library Young Writer competition with the theme 'The Map', using VCOP skills developed this year.
- Create convincing characters, an engaging setting and a clear, well-organised plot.
- Persuasive letter or leaflet encouraging people to protect an endangered species or habitat.
- Instructional writing explaining how to build a food chain or food web.

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

- Identify and create patterns and symmetry in plants and animals.
- Investigate angles in nature, measuring and describing angles found in animal movement and plant structures.
- Use transformations such as rotation, reflection and translation to represent lifecycles, food webs and natural patterns.

Pupil Evaluation