



Dear Parents, Carers and Children,  
Here is our newsletter which will provide information regarding this next term in school.

## Thank you for your support!!

### January 2021 Remote Learning

Thank you so much for all of your support with remote learning at this time. All families have access to either Seesaw (P1 and P2) and Google Classroom (P3-P7) and these platforms will continue to be the main communication channels with your child's class teacher. You can, of course, also contact us through the following email address and telephone number:

[starkeyt50s@glow.sch.uk](mailto:starkeyt50s@glow.sch.uk)

01877 331576

# THANK YOU!

You can use the following to find out further information about school and your child's learning:

**Callander Primary App** – available on iPhone and Android app stores

**School Website:**

<https://blogs.glowscotland.org.uk/st/callanderps/>

**Twitter:**

@CallanderP

**Facebook:**

- Callander Primary Parent and Staff Link
- Callander Nursery Exclusively for current parents/guardians and staff

**Parent Pay:**

<https://www.parentpay.com/>

**Parent Council:**

<http://www.callanderprimaryschool.org.uk/>

**Stirling Council:**

<http://my.stirling.gov.uk/home>

**Education Scotland:**

<https://education.gov.scot/>

**Parent Zone:**

<https://education.gov.scot/ParentZone>

**Covid related:**

<http://www.nhs.inform.scot>

<https://www.gov.scot/publications/coronavirus-covid-19-public-health-checks-at-borders/pages/overview/>

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>

<https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>

<https://www.cas.org.uk/>

# Supporting Remote Learning

Thank you very much for contributing to our Parent Feedback survey on remote learning. At Callander Primary we will continue to provide support through the following means:

- **Seesaw**
- **Google Classroom**
- **Daily Google Meets**
- **Regular check in phone calls / emails**
- **Targeted support for children on Staged intervention process**
- **Regular virtual assemblies**

If you would like further activities for the children to access then the following links may also be of use:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/dailylessons>

E-sgoil Live lessons available across the school day: <http://www.e-sgoil.com/>

Supporting your child with remote learning: <https://www.parentclub.scot/articles/helping-your-child-home-and-blended-learning>

## Levels of challenge:

Some activities that your child can access on Seesaw and Google Classroom have been categorised with different levels of challenge. This may be represented as different numbered levels or a Chilli Challenge or a Star Challenge.

These challenges offer different levels of differentiation and children can be encouraged to undertake the tasks that are at the right level for them. The higher the level, the greater the challenge. For a very broad description of what the levels mean please see the table below:



**Level 1 / One chilli / One Star** represents work where a child may need some additional support or extra practice before moving on to the next level.

**Level 2 / Two chillies / Two Stars** represents work that is planned to ensure a child is making the progress they should be for their stage/ level.

**Level 3 / Three chillies / Three Stars** represents work that is stretching in to the next level of progression in learning.

### Overview of Learning

Over the next couple of weeks each class will be focusing on the following main concepts.

Class	Literacy	Numeracy	Learning Context
<b>Primary 1</b>	RWI set 2 sounds, ay, ee igh words, blending and reading tricky words. Sentence building and writing stories.	Numbers to 20 Doubling and halving. Measurement: non standard units – capacity, length and weight Area	<b>Dinosaurs</b> <b>Chinese New Year</b>
<b>Primary 1 / 2</b>	P1: RWI set 2 sounds and ditty book reading. Identifying rhyme.  P2: verbs and past tense. Comprehension: The Owl Who was Afraid of the Dark  Imaginative writing	P1: strategies for addition and number bonds for numbers up to 10. Missing number addition. Months of the year, o clock, half past  P2: Odd and even numbers, counting in 2s and 5s. Building on addition strategies, missing number addition. Addition word problems. Basic time durations plus quarter to and quarter past	<b>Katie Morag</b> <b>Chinese New Year</b>
<b>Primary 2</b>	Phonics/spelling: igh and y words and ew , ow words Adjectives Non-fiction writing Comprehension handwriting	Numbers to 100 Intro to concept of multiplication Money – coin recognition Basic time durations plus quarter to and quarter past	<b>Ancient Egypt</b> <b>Chinese New Year</b>
<b>Primary 3</b>	Non- fiction reading Imaginative writing Double letters ff/ss/ll and st/str words	Measurement - mass, capacity, area	<b>Weather Wizards</b>
<b>Primary 3/4</b>	Poetry Handwriting Verbs, past/present tense , adjectives Spelling: root words and suffixes	Time: analogue and digital Addition and subtraction of 2 and 3 digit numbers. Revisiting strategies for multiplication and division	<b>Magnificent Meteorologist</b> <b>Magicians</b>
<b>Primary 4</b>	Imaginative writing, paragraphs, similes/metaphors, pronouns, adverbs and revision of all aspects of VCOP (vocabulary, connectives, openers, punctuation) taught so far	Time, Introduction to fractions, decimals and percentages	<b>Myths and Legends</b>

<b>Primary 5</b>	Weekly Spelling, imaginative writing, poetry, dictionary work, handwriting focus	<b>Time, times tables revision, measurement</b>	<b>Inspirational People</b>
<b>Primary 5 / 6</b>	Persuasive writing Personal writing – diary writing Non-fiction reading Spelling	Time. Measure and weight	<b>Natural Disasters</b>
<b>Primary 6</b>	<b>Fiction reading using reflective reading approaches. Retrieving and analysing information from text. Creative writing – focus on structure and setting</b>	<b>Time: converting units of time / timetables</b>  <b>Money: budgeting, credit/debit cards</b>	<b>The circulatory and respiratory system.</b>
<b>Primary 7</b>	Creating and sharing information in small groups, Developing comprehension through Reflective Reading strategies based on class novel. Acknowledging sources of information. Evoke an emotional response in your readers Use planning and editing strategies to improve writing. Include taught features consistently throughout to improve writing	Collect, organise, display and interpret information using a range of graphs, tables and pie charts. Choose a suitable scale when displaying information. Discuss the importance of reliability when collecting data and factors which may affect this. Display data appropriately, making effective use of technology. Challenge: calculating mean, median and mode. Research and discuss the role of mathematics in the creation of important inventions, now and in the past	<b>Ethical Trading</b>
<b>AP2</b>	Non- fiction texts	Multiplication and division	The Solar System Explorers and Inventors

**Other activities will also be planned for children to engage with throughout the week.**

**Catch up day:** Following feedback from children, parents and staff we will be introducing a catch up time each week for children to finish off any tasks that they haven' t had the opportunity to do so during the week. The catch up time will be on a Friday either in the morning or in the afternoon. Your child's class teacher will let you know which part of the day will be set aside for this. For those families who do not require a catch up time an additional task will be set for children to access at this time.

