

Newton Primary School  
Sharing our Learning Term Four  
**Focus Context for Learning: Healthy Heroes**

### Literacy and Languages

#### Reading

**Reflective Reading:** Focus on the key skills outlined in the Comprehension Compass:

- **Read and Understand**

Straightforward or literal questions involving recall of what the text is about or what happened, with answers being found in the text.

- **Create Something Great**

Drawing, designing, writing, planning, making, inventing, imagining, formulating, reconstructing, researching, composing, performing etc.

- **Infer What's Not There**

Inferential questions involve answers that are not directly obvious from the text—you will have to read between the lines. Readers must predict, go beyond the text, use clues and reasoning to find answers.

- **Explore Some More**

Investigating an aspect of the text in more detail; may involve describing and explaining.

- **Connect 4**

Questions or tasks that ask children to make connections with other texts they have read, watched, listened to or their own life

- **Reflect and Respond**

These are often referred to as evaluative questions; they explore issues raised/discussed in the text itself and consider its effect.

#### Writing

- Instructional writing creating healthy recipes
- Report writing – the body systems
- Play Script Writing
- Poetry – List, Pattern and Alphabet Poems

#### Modern Languages

- Food and Health related vocabulary (French and Spanish)

#### How can I support my child?

- Discuss how you would create a script. Talk about the characters you would include and the dialogue they would have with each other.
- Encourage following recipes and experimenting with healthy snacks.

### Numeracy and Maths

#### Mental Maths

- Mixed mental maths problems – covering a variety of mathematical concepts **including word problems.**

#### Concepts

##### Number and Number processes:

- All four operations being used applying learning to two part or word problems.

#### Measure

- Measure items in ml and L, g and KG understanding the links between the quantities.
- Being able to read scales accurately
- Use appropriate measuring device (e.g. Ruler for paper length, jug for liquid, scales for flour etc.)

#### Time

- Calculate durations of activities using 12 and 24 hour
- Investigate durations of journeys using google maps or AA route finder
- Know how many years in a decade and century.

#### Money

- Work to a budget to buy certain items
- Understand in simple terms profit and loss

#### How can I support my child?

- Follow recipes with your child weighing out and measuring ingredients.
- Discuss durations of time working out how long activities take place for.
- Have a look at a timetable and how to create one.

### Health and Wellbeing

#### P.E.

- Fitness
- Athletics
- Outdoor Team Games

#### Sexual Health and Relationships

#### Education

- Love and Family - How we show love, different family types, how our parents care for us.
- Body changes - how both male and female bodies change during puberty, both physically and emotionally
- Personal hygiene - discussing the importance of keeping clean, particularly during puberty.
- Cycle of Life - how human life begins, pregnancy and birth

#### Other

P6 Buddy preparations and training to support nursery transition to Primary 1.

#### How can I support my child?

- Discuss puberty and related body changes, including good personal hygiene.
- Discuss the cycle of human life, answering questions your child may have about this
- Discuss social interactions when playing with younger siblings, relatives or friends ie. demonstrating skills, encouraging independence, praise and encouragement etc.

### Context for Learning

#### Healthy Heroes

##### Science

- Exploring the 5 key body systems: circulatory, respiratory, skeletal, reproductive and digestive. Finding out how to keep these body systems healthy.
- Explore the structure and function of our sensory organs and develop understanding of body actions in response to outside conditions.
- Learning about microorganisms, including bacteria, viruses and fungi, and exploring how sometimes these can be helpful, e.g. in food production.

##### Health and Wellbeing

- Learning about the 5 food groups and key healthy eating messages to consider when planning a healthy balanced diet.
- Developing an awareness of food hygiene practises and identify ways to reduce the risk of food poisoning – considering allergies, cleaning, cross contamination, cooking, chilling, reheating food until piping hot, safe food storage, different coloured chopping boards.

##### How can I support my child?

- Discuss different foods and the nutrients they provide/food group they belong to. Consider letting your child help you to plan balanced family meals.
- Let your child help you to prepare family meals and snacks, while discussing and being mindful of food hygiene practises and safe use of tools and utensils.