

**Toronto Primary  
Curricular Information**

**A Year in  
P4/3**

**With  
Mr Sludden**

This booklet is designed to provide information about the curriculum your child will experience this year in Primary 4/3 as well as providing information about classroom routines and expectations.

Curriculum for Excellence establishes clear values, purposes and principles for education from 3-18 in Scotland. It sets out to enable children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors.

The key methods by which we will develop these capacities are through:

- ❖ active learning
- ❖ interdisciplinary learning
- ❖ outdoor learning
- ❖ co-operative learning

We will be using a range of Assessment is for Learning techniques including:

- ❖ sharing learning intentions and success criteria
- ❖ high quality interactions and feedback
- ❖ learner involvement in reflection, setting learning goals and next steps
- ❖ self and peer assessment

The curriculum is divided as following:

Curriculum Level	Stage
Early	Pre-school and P1 or later for some
First	To end of P4 but earlier of later for some
Second	To end of P7 but earlier or later for some
Third and Fourth	S1-S3 but earlier for some The fourth level broadly equates to SCQF Level 4
Senior Phase	S4-6 and college or other means of study

## **Welcome to Primary 4/3**

The children are beginning to settle into the routines of Primary 4/3. We are looking forward to the learning experiences planned for the coming session and also, in meeting the challenges to become increasingly independent. We hope to have an enjoyable and successful year and would like to take this opportunity to inform you of our plans and expectations for the children.

### **English and Literacy**

Throughout the year, the children will be working on extending skills in reading, writing, listening and talking, spelling, grammar and handwriting.

### **Reading**

Reading will be taught in class using the Guided Reading approach introduced to the children over prior sessions. This is an experience that encompasses all aspects of English and Literacy: comprehension; grammar and punctuation; dictionary and thesaurus skills; writing; spelling; listening and discussion. During Guided Reading, some children will have a core reader, which will remain in class while other children will continue to take readers home to reinforce work done in class. However, to develop greater personalisation and choice, your child will be encouraged to choose a book from the class library to take home to read for enjoyment. This will be an opportunity for you and your child to share a range of literature.

### **Writing**

Experiences will be aimed at developing skills in personal, functional and imaginative writing. These will include a varied range of activities linked where possible, to the children's own experiences and to other areas of learning. To extend skills and support the children's writing experiences, we will be using a programme of VCOP activities (Vocabulary, Connectives, Openers, & Punctuation). To enhance presentation of written work, we will be learning cursive handwriting using the Berol Scheme. It can take time for the children to gain confidence in this area as some "relearning" is involved, for example, starting each letter on the line. As confidence grows, the children will be expected to transfer learning and use the cursive script in all written tasks throughout the curriculum.

### **Spelling**

This session, we will continue to develop our approaches to the teaching and learning of spelling. All children have been assessed using the Single Word Spelling Tests, have been given an accurate spelling age, then grouped accordingly. Children have been introduced to a varied range of activities aimed at engaging the children by accommodating differences in preferred learning styles. Spelling taught in class is reinforced through a weekly homework task. Your child will be given a list of spelling words to learn and it is very important that these words are learned, rather than just copied from the list. You could help your child with this task by playing games with the letter pattern to be learned (for example, changing the first letter of the word to make a different one) and asking them to spell the words out loud to you. An example of how your child should set out the homework task is included in the homework section of this booklet.

### **Listening and Talking**

Listening and Talking experiences are embedded throughout the curriculum. The children will have daily opportunities to develop confidence in their communication skills during activities including topic work, class discussions, drama, group work, personal presentations and assemblies.

### **Numeracy & Mathematics**

The children will be learning through the Heinemann Active Maths, which is a progressive programme with continual assessment opportunities built in. Your child will work in a group in class, which means, he/she has been grouped to work alongside other children who are working at the same, or similar, stage. Learning experiences in Primary 4/3 may include:

- Number bonding and sequencing to develop mental maths strategies and enhance mental agility
- Addition and Subtraction
- Place Value
- Multiplication and Division - using and applying facts
- Money - recognising and using coin collections
- Shape, position and movement
- Measure - including time and volume
- Problem Solving is embedded throughout

### **Health & Wellbeing**

Aspects of Health and Wellbeing link with many other curricular areas. This year Primary 4/3 will be learning about some aspects of Personal Safety which include; safe use of the internet and social media, water safety, safe use of medicines, healthy eating and keeping ourselves and our teeth clean and healthy.

To develop an ethos of positive relationships, friendship and respect, we choose one child each week to be the Truly Terrific person in class. By recognising that everyone is unique, the children identify and record the personal qualities of the Truly Terrific person of the week.

To encourage positive attitudes to learning and teaching in relation to responding to feedback, identifying and meeting personal and class goals, good/kind/helpful behaviour and best effort, the children have the opportunity to earn star points.

Golden Time is a 30 minute fun activity. Each week, the children are able to earn Golden Time as recognition of hard work and good behaviour. Golden Time can also be lost (in 5 minute increments) if behaviour does not meet expectations. In this event, the reason for loss of time will be explained and suggestions for improvement made.

### **PE**

During term 1, Primary 4/3 will participate in activities on a Tuesday and Thursday. Information about times for the remainder of the session will be issued later. The children will further develop skills through a wide range of fun and exciting experiences in dance, invasion games, gymnastics, athletics and games. Children should come equipped with a full PE kit i.e. shorts, t-

shirt and gym shoes (no football colours please). It is sensible to keep kits in tidy trays in class as this ensures your child is always prepared and also, provides a change of clothes if uniforms get wet in the playground. In case of loss or injury, jewellery, especially earrings, should be left at home on PE days; otherwise, it must be removed before lessons.

### **Interdisciplinary Topic**

Our first Interdisciplinary Topic (ID Topic) is Earth and Space. Topics for the rest of the session will include; Endangered Species, Egyptians and Puppets. Where possible, Science topics will be linked to topic work, otherwise discrete Science lessons will be taught.

Children will learn lots of interesting facts and information through interactive activities (investigations and experiments), independent research, discussions, drama, music and artwork.

### **Classroom Organisation/Routines**

All children are aware of and expected to follow school and class rules showing respect for their peers, adults and resources. Now that the children are working in Primary 4/3, we will be encouraging them to become increasingly independent and responsible for organising themselves. For example, they should come to class on time, prepared with everything needed for the day ahead.

It would be helpful if you could discuss lunch menus the night before so that choices can be made quickly; or alternately order at home using iPayimpact. Lunch money can be paid in advance at the office. All clothing (including footwear) and personal belongings such as pencil cases, lunch boxes etc., should be labelled with your child's name, as this makes finding and returning lost property much easier. For safety and hygiene purposes, indoor shoes must be worn in school. It would also be helpful if you could provide your child with an old (adult) shirt or t-shirt that can be kept in tidy trays. This helps to protect uniforms during messy activities.

### **Communication**

Your child is responsible for passing on information from school. Please check your child's schoolbag each night as they may have been asked to take letters home regarding the school day, the school calendar or your child's progress.

Newsletters are issued by email throughout the year (hard copy if we don't have your email address) as well as a termly class newsletter. Parent Evenings are scheduled for terms 1 and 3.

If you wish to contact us for further information, or have a problem or concern, please send a note to class with your child, or contact the school office (01506 431461) to make an appointment.

### **Opportunities for pupils**

Each child in Primary 4/3 is encouraged to develop respect in relation to keeping the classroom safe, tidy and well organised. We identified the necessary jobs, the children considered which job would be suitable for them, then class jobs e.g. class messenger, light monitor etc., were allocated. Children may also have opportunities to represent their class on the pupil or eco councils, during assemblies or competitions.

### Homework

Homework is given on a Monday and must be returned to class each Friday. Tasks may include spelling, maths, reading, health, personal study or a topic related activity. You can continue to read with your child at home with the book he/she chooses from the class library. All tasks should be checked, signed and dated by you. Homework tasks are always fully explained and are planned to reinforce and consolidate work done in class.

In relation to spelling homework, an illustration of how tasks should be set out in jotters is provided below. Each word in the list should be learned using the Look, Say, Cover, Write and Check method (LSCWC). Spelling related activities will be issued to help reinforce each spelling rule and these activities will vary from week to week. The meanings of unfamiliar words are discussed during spelling activities so that children are able to write sentences with the words in context.

think	think	think	think
them	them	them	them
they	they	they	they
thin	thin	thin	thin

1. They all walked happily along the narrow path.
2. The tall, thin man was wearing a long, black coat.
3. I think I have seen that huge, black and white cat before.

Taking pride in completing tasks neatly and with best effort is always one of our aims in class and we hope this aim will be reinforced at home.

As always, we appreciate and thank you for your continued support.

Mr Sludden.