

# P6/7 Meet the teacher

Mrs Abbott



# Plan

- Structure of the week.
  - Literacy
  - Maths
  - IDL (interdisciplinary learning)
  - Other subjects and teachers
  - UNCRC
  - Our plan for the term
  - Resources we use
  - What pupils need in school
  - Homework
  - How to support pupils at home
  - Q and A
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# Structure of our week

	08:55-09:30	09:30-10:30	10:30-10:45	10:45-12:15	12:15-13:00	13:00-13:30	13:30-14:00	14:00-14:50	14:50-15:00		
Monday	Soft start: Virtual classroom:  1. Brain strain. 2. To Do jobs. 3. Explore other areas of virtual classroom. 4. Note down activities completed, ensure range over the week.	Literacy	Break	Maths	Lunch	AR	IDL Science		Class read		
Tuesday		Literacy		Maths		PE: Yoga and team building		IDL RME/Soc			
Wednesday		Literacy		Maths		RCC PE With Mrs Nasim	RCC AR With Mrs Nasim	Paths		14:15: Assembly	
Thursday		Literacy		Maths		AR	IDL HWB				
Friday		Literacy		Maths		RCC Music Mrs Macfarlane	AR	IDL Expressive arts			



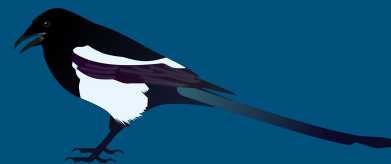
# Literacy

## What do we do in literacy?

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We are going to look at a range of genres throughout the year. To start with we are focussing on non-chronological reports and then adverts; both of these link with our IDL learning.

Speaking and listening skills are really important and are interwoven throughout our week. In P6/7 we have a specific focus on working collaboratively and often create presentations for a range of audiences.



## How do we learn?

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When learning to write we follow the same basic structure: immerse ourselves in good quality examples,, innovate on those as a class, in groups and on our own, Finally we create our own texts independently.

We immerse ourselves in a text type, analysing texts as a reader and a writer then we begin to generate our own.

We use drama, paired and group work, cold tasks, shared writing, independent writing etc throughout each unit.

# Reading

## AR (Accelerated Reading)

The pupils read their AR books daily. This instills good reading habits and gives them time to decompress after lunchtimes.

Pupils have AR jotters to record their reading and are encouraged to summarise what has happened in their book every day.

After finishing a book the pupils then take a short test on the AR website about it to check their comprehension. This then informs their AR band.

Mrs Nasim is also using these jotters to encourage pupils to predict and reflect on their reading every Tuesday.

## Class novels

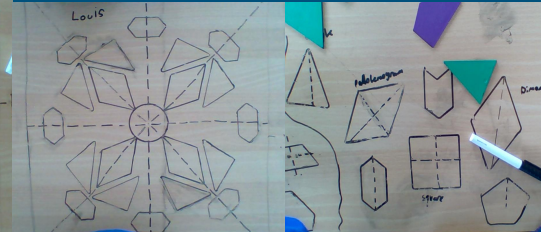
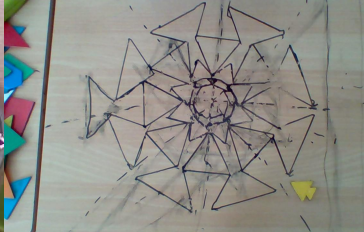


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Throughout this term we are reading *There's a boy in the girls' bathroom* by Louis Sachar. We read this together at the end of each day and use it to discuss characterisation, relationships, writing technique and voice, and underlying themes of a story, as well as more basic questions (e.g. what do you think happens next).

The class are really enjoying our first novel together.

# Maths



## How do we learn?

During our maths lesson, we use a wide range of resources and methods including:

Numicon, physical resources, whiteboard pens on tables, the outdoor spaces, board games, CGI, sumdog, etc.

In this way we hope to engage all learners and give them a range of positive learning experiences during their lessons.

## What are we learning?

The first term is always focussed on number, we have been looking at positive and negative numbers through the prism of money and temperatures.

We have just finished looking at symmetry and are focussed on rounding. This has supported our IDL work around body structure and plants, as well as the importance of rounding.

We have talked about place value a lot and will be returning to this more in depth later in the term.

# IDL (interdisciplinary learning)

## What are we looking at?

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- Body systems: digestion, respiration, circulation.
- How plants grow and reproduce.
- Inherited characteristics in plants.
- How to keep ourselves healthy.
- Portraits and different ways to portray emotions in art.
- Healthy food.
- Staying active and how exercise benefits our bodies.
- Looking after our mental health.
- Our senses and sensory organs.

## How is it planned?

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- Shared the curriculum outcomes with the class.
- Created jamboards (collaborative software) to collect pupils thoughts, ideas, questions and areas of interest.
- Used those to plan our learning for the term.
- Planning is fluid as other areas of interest might come up so we don't know where we will get to by the end of the term!
- Anything we can't fit in to the plan is on the homework grid!





# Other subjects and teachers

## Other teachers

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Mrs Nasim teaches the class PE and AR on a Wednesday.

Mrs Macfarlane teaches the class music on a Friday.

## Other subjects

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- PATHS- social and emotional wellbeing.
- Yoga and team building
- Music.
- RME, social studies etc through IDL.

# UNCRC



## What is it?

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United Nations Convention for the Rights of Children. Helps raise awareness and protect the rights of the child.

As a rights respecting school these are visible and discussed frequently.

## How we use it in school

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Created our class charter together based on the rights the class thought were most relevant at school.

Created class charter with a side for rights holders (the pupils) and duty bearers (the adults). All signed it to show we agree.

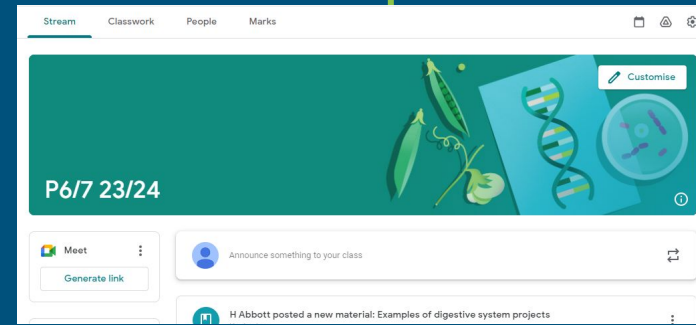
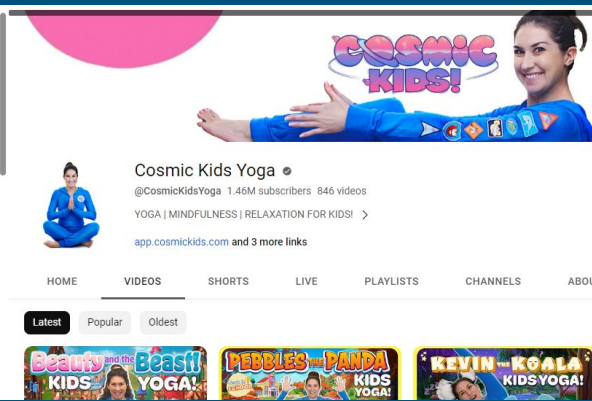
Rights are interwoven throughout school life (learning intentions, planning, day to day rules etc).



Renaissance  
See Every Student.

# Resources we use

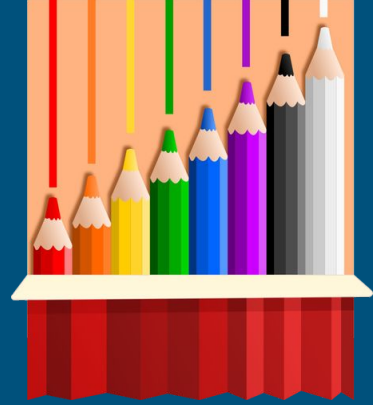
To support learning



# What pupils need in school

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- Pencil case (pencils, pens, rubber, glue stick (if possible) etc)
- Water bottle
- Bag
- Coat (we go out in all weathers!)
- Please name all clothes for pupils to avoid any getting lost.
- PE kit on PE days (plain t shirt or school polo, black leggings/trousers/shorts, trainers and a school jumper.)



# Homework

Each week:

30 mins sumdog.

2 active spelling tasks off the menu.

1 topic homework task from the menu.

Due in Friday of each week to share with class.

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Active spelling tasks are a proactive way to engage pupils in the learning of their spellings. They help children to see the patterns in words and give them a range of learning methods to help them memorise their spellings.

Children choose a **different** two activities from the menu per week.

<p><b>Rainbow spelling</b> Write each spelling with a different colour per letter.</p>	<p><b>Pyramid words</b> Write your words out a letter at a time e.g: C Cl Cla Clas Class Classr <u>Classro</u> <u>Classroo</u> classroom</p>	<p><b>Create a wordsearch</b> with your words (template available at school or on google classroom).</p>	<p><b>Spelling tennis</b> Choose one of your spellings. Throw a ball to a partner and take it in turns to say a letter at a time. If someone makes a mistake you start that round again.</p>	<p><b>Alphabet spellings</b> Write your spellings in alphabetical order. E.g: Animal Antelope Barracuda Bush baby</p>
<p><b>Chalk it</b> Get some chalk (or find a chalky stone you can write with) and write your letters on the ground.</p>	<p><b>Hangman</b> Play hangman with at least one other person using your spelling words.</p>	<p><b>Silly story</b> Create a story which uses your spelling words—one in each sentence.</p>	<p><b>Outline</b> Draw a large outline on your page e.g a heart, star, dog, leaf etc. Fill the outline with your spelling words as many times as you can.</p>	<p><b>Look, Cover, Write, Check</b> A classic way to learn spellings. Read them once, cover them, write them out and check your progress.</p>
<p><b>Define it</b> Look your words up in a dictionary/online and write the definitions in your book.</p>	<p><b>Syllable slices</b> Split your word into syllables e.g. fan/tas/tic</p>	<p><b>Vowels and consonants</b> Write your spellings out with vowels and consonants in different colours e.g. <b>spelling</b></p>	<p><b>Font-astic</b> Write out each spelling in three different fonts. You can do this on a computer or by hand.</p>	<p><b>Poem</b> Create a poem which uses each of your spelling words.</p>

Pupils will be grouped, then given lists of spellings to target specific spelling rules which their group may need to work on.

I will recommend a set of spellings to each group but if they want to try a different set they are welcome to.

Active spelling tasks can be done by hand or on google These should be handed in (either virtually or physically) every Friday.

We will then do spelling tests on a Friday.

Children choose **one** activity from the menu per week and bring it in on Fridays to be shared with the class on Friday afternoon. These supplement the children's topic learning and cover some of the things they'd like to learn.

Take a photo or do a drawing to show reflections. It could be of reflections in your house (mirrors, jewellery, shiny cutlery) or of reflections in the wild (puddles, burns, lochs etc)	Create a symmetrical pattern using natural materials. How many lines of symmetry can your pattern have? Can you take a photo to share in google classroom for us to see?	Play <u>shadowlands</u> with a partner or in a group. When out on a sunny (or sunny-ish!) day: can you get from one end of your garden/a field/your street to the other by only standing on <u>shadows</u> ? If its a cloudy day, reverse it so you only stand on the light (lightlands).	Make a board game which either practices: <ul style="list-style-type: none"> <li>• your x table knowledge</li> <li>• Your place value knowledge</li> <li>• Calculating with money (can go into negative numbers)</li> </ul>	Create a slideshow presentation about your favourite plant. Or one of these: <ul style="list-style-type: none"> <li>Venus fly trap</li> <li>Common gorse</li> <li>Coconut palm</li> <li>Cocoa plant</li> </ul>
Try a new food- either write about it, video yourself tasting it or create a poster about the food you tried and what you thought.	Have a look at the food labels in your house. What food has the highest and lowest: <ul style="list-style-type: none"> <li>• Sugar content per serving</li> <li>• Fat content per serving</li> </ul>	Create a picasso-style cubism portrait of yourself or someone else in your house. Could you do one of a pet or animal too?	<b>Bake or cook something</b> to suit a specific diet (vegetarian, vegan, gluten free, nut free etc) and write the recipe down for others to try. Review the food you made.	<b>Use vegetables and fruit</b> to create a healthy smoothie. Add the recipe to google classroom for others to try, Which nutrients were in your smoothie?
Create your own 'just dance', yoga or general work out video and post it on google classroom for us to try as an active break in class.	Plant something and record how it grows. You can do this online, on paper or by videoing. The choice is yours.	Make up a team building game we can play at break or lunchtimes. record the rules on google classroom-maybe we can play some during PE!	Find a shell and photograph it. Print the photo, cut it in half and stick one half to a piece of paper. Complete the picture by drawing the other half of the shell.	While out and about, see if you can find any natural things which have lines of symmetry e.g. shawls, leaves, flowers, butterflies etc. Post some pictures on google classroom.
Create a model of a body system (digestive, circulatory, respiratory). Can you make any part of it move realistically e.g. inflate the lungs?	Create a drawing of a close up sensory organ (nose, eye, mouth etc) look at it carefully in a mirror then attempt to create a detailed drawing of it.	Have a look at one type of food (e.g. crisps) in your house. What do you notice about the best before dates? How can you present your findings?	Choose three (minimum) just dance videos to follow (on youtube) keep a record of the ones you tried along with any recommendations for us to do together on Friday.	<b>Take a break</b> You may use this square once a term. Use it when you've got lots on, feel a bit overwhelmed, or just when you need a rest!

The highlighted tasks will need some parental involvement but most do not.

I have tried to give a range of indoor, outdoor, virtual, practical, and creative activities to cover all interests.

If any pupils want to do more than one a week that's great but not expected!

# How to support pupils

- Talk to them about their day and learning. (Check google classroom to find out what they're doing if they claim they've done 'nothing'!)
- Help them find the time to get their homework done in a calm/quiet area of the house, if possible.
- Read with them/discuss the book they're reading, maybe read a few pages together.
- Watch the news together (newsround is excellent, as is first news) and discuss it.
- The newsletter is full of important dates and key information forewarned is forearmed!
- Come to our open afternoon on October 5th at 13:45- be ready to learn!



# Need to talk?

I'm always happy to help.

If you need to contact me or the school to discuss any issues, or to arrange a meeting, please phone on: 01436 842109  
Alternatively you can email the school on: [enquiries-kilcreggan@argyll-bute.gov.uk](mailto:enquiries-kilcreggan@argyll-bute.gov.uk)

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Any questions?