A branch of a eucalyptus tree with green, rounded leaves and thin brown stems, positioned at the top of the slide.

# P6/7 Meet the teacher

Mrs Abbott




A photograph of a branch with green, rounded leaves in a clear glass vase. The word 'Plan' is written in a large, black, sans-serif font over a light grey rectangular background that is positioned in the lower-left area of the image.

# Plan

- Structure of the week.
- Literacy
- Maths
- IDL (interdisciplinary learning)
- Outdoor 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

# Structure of our week

IDL (Inter Disciplinary Learning) covers social studies, sciences, health and wellbeing etc



<b>Mon</b>	Soft Start: Literacy skills	Maths	Guided reading, AR	Literacy: Weekend writing.	PATHS French live lessons	PE
<b>Tues</b>	Soft Start: Mental maths	Maths	Guided reading, AR	Literacy	IDL	IDL
<b>Weds</b>	Soft Start: Social	Maths	Guided reading, AR	Literacy	IDL	Assembly
<b>Thurs</b>	Mrs Nasim RME	Mrs Nasim PE	Outdoor Learning (Cross Curricular links)		Guided reading, AR	IDL
<b>Fri</b>	Soft Start: Homework Showcase	Spelling test Literacy	Guided reading, AR	Music (Mrs Macfarlane)	Art	Art

# Literacy



## What do we do in literacy?

We are going to look at a range of genres throughout the year. The majority of our literacy will be approached as purposeful writing through our IDL topic.

Reading is a high priority and we strive to give the class access to a wide range of fiction and non-fiction texts including novels, class reads, news articles, interviews, non-chronological reports etc.

Speaking and listening skills are important and are interwoven throughout our week. In P6/7 we focus on working collaboratively and often create presentations for a range of audiences (for example our Creativity Inspiring Learning showcase).

## How do we learn?

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

When reading, we analyse texts as a reader and a writer to support our written work and comprehension.

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

# Reading

## AR (Accelerated Reading)

## Class novels



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

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. 25 books so far!

Pupils have AR logs to record their reading and are encouraged to summarise what has happened in their book every day. This can be extended to any book they read or listen to.

They are also reading articles which they access through the AR website and are really enjoying this! 135 so far!

AR is an assessment tool we use in the school to help us get a deep insight into your child's reading skills.

Throughout this term we are reading *Skellig* by David Almond. We read this together at the end of each day and use it to discuss vocabulary choice, 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 place value and times tables as these underpin so much of second level maths.

We will be moving on to look at symmetry and rounding. As well as measuring, perimeter and area etc.

We will of course revisit areas which need to be looked at again later in the year.

# IDL (interdisciplinary learning)

## What are we looking at?

- Body systems: the circulatory system, heat, lungs and the impact of alcohol and smoking on the body.
- How to keep ourselves healthy.
- Comic and cartoons in art.
- Healthy food.
- Staying active and how exercise benefits our bodies.
- Looking after our mental health.
- Bouyancy.
- Electricity, circuits, and batteries.

## How is it planned?

- Shared the curriculum outcomes with the class.
- Created class mind maps and idea boards 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

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

Mrs Macfarlane teaches the class music on a Friday.

## Other subjects

- PATHS- social and emotional wellbeing.
- Music.
- French and Gaelic: live lessons this side of the x mas break.
- Social studies etc through IDL.



# UNCRC



## What is it?

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

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

Created class charter with a focus on rights holders (the pupils) and duty bearers (the adults). All created a piece of artwork in lieu of a signature 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

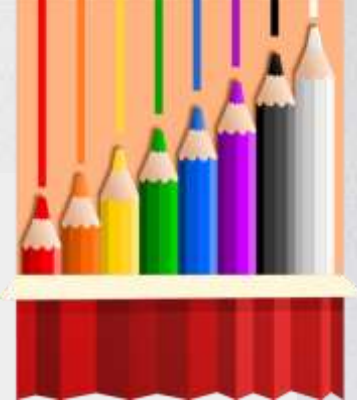


# What pupils need in school

- 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. Long hair tied back, earrings out or taped please.)
- Outdoor Learning gear on Thursdays:

A pair of wellies. (we have some spares in school, but are limited for sizes.), Old trainers or walking boots, A waterproof jacket, Waterproof trousers. (The school has spares if needed), Old clothes they don't mind getting muddy (they can wear these to school on their outdoor learning day), A spare pair of socks in their bag just in case, Weather-appropriate clothing (hats, gloves, sunhat etc), Insect repellent, Sun cream (if we are lucky).

(Outdoor learning letter will be going out soon).





# 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 in homework showcase.

Take a break week: once per term. Let me know via enquiries if any issues.

Pupils have been grouped, and given lists of spellings to target specific spelling rules which their group need to work on.

The spelling groups are fluid and can change depending on which pattern pupils need to target.

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.

<b>Rainbow spelling</b> Write each spelling with a different colour per letter.	<b>Pyramid words</b> Write your words out a letter at a time e.g: C Cl Cla Clas Class Classr Classro Classroo classroom	Create a <b>wordsearch</b> with your words (template available at school or on google classroom).	<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.	<b>Alphabet spellings</b> Write your spellings in alphabetical order. E.g: Animal Antelope Barracuda Bush baby
<b>Chalk it</b> Get some chalk (or find a chalky stone you can write with) and write your letters on the ground.	<b>Hangman</b> Play hangman with at least one other person using your spelling words.	<b>Silly story</b> Create a story which uses your spelling words-one in each sentence.	<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.	<b>Look, Cover, Write, Check</b> A classic way to learn spellings. Read them once, cover them, write them out and check your progress.
<b>Define it</b> Look your words up in a dictionary/ online and write the definitions in your book.	<b>Syllable slices</b> Split your word into syllables e.g. fan/tas/tic	<b>Vowels and consonants</b> Write your spellings out with vowels and consonants in different colours e.g. spelling	<b>Font-astic</b> Write out each spelling in three different fonts. You can do this on a computer or by hand.	<b>Poem</b> Create a poem which uses each of your spelling words.



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.



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

<p><b>Cooking</b></p> <p>Create, or follow, a healthy recipe. Take photos of the process and finished product. Write the recipe down (on google or paper), add your photos and we can use it to create a class cookbook.</p> <p>Bring your recipe and photos in on Friday.</p>	<p><b>Research</b></p> <p>The circulatory system in the human body. Can you create a slideshow which explains it to share with the class on <u>Friday</u>.</p> <p>When researching, please make sure you put the information into your own words rather than copying from other websites/sources.</p>	<p><b>Maths</b></p> <p>Practise your times tables at home by playing times table bingo and/or using some online times table games.</p> <p>Create your own game based on times tables up to 12 x 12.</p>	<p><b>Art</b></p> <p>Go to a place in the local area and find something small (pebble, shell, leaf etc). Create a detailed image of it to share with the class you could:</p> <ul style="list-style-type: none"><li>• Sketch</li><li>• Paint</li><li>• Collage</li><li>• Photograph</li><li>• Make a model</li></ul>	<p><b>Research</b></p> <p>Research an emergency service and create a poster or leaflet to inform the reader about them. Talk about:</p> <ul style="list-style-type: none"><li>• What do they do?</li><li>• How do you contact them?</li><li>• Can you volunteer with them?</li><li>• What do you need to do to get a job/career with them?</li></ul>
<p><b>Human body</b></p> <p>Can you create a model to show how the human heart and lungs work? Is there a way you can show the flow of oxygenated and deoxygenated blood? Can you show what happens when we inhale and exhale?</p>	<p><b>Sustainability</b></p> <p>Can you find out about how flooding happens. What affects how much flooding we get? What are the human factors which increase the chance of floods? What do you think we can do to minimise the chance of future floods? Or</p> <p>What actions can we take to reduce the impact flooding might have on the local area?</p>	<p><b>Sustainability</b></p> <p>Can you find out where your food comes from? Choose 10 items in your fridge/freezer/cupboards etc and plot their journey on a world map.</p> <p>Can you find out how many miles/km each food has travelled? What is the impact on the environment of food travelling a long way?</p> <p>Do you think there are any ways you can reduce the distance that your food has come from? What swaps could you make?</p>	<p><b>Cooking</b></p> <p>Create, or follow, a traditional recipe, either from Scotland, or further afield. Take photos of the process and finished product.</p> <p>Write the recipe down (on google or paper), add your photos and we can use it to create a class cookbook.</p> <p>Bring your recipe and photos in on Friday.</p>	<p><b>Baking</b></p> <p>Can you take a normally unhealthy recipe and make it healthier? E.g. using courgette/beetroot in cakes.</p> <p>Make it, write the recipe down and take photos of you baking it. These can then be shared by adding to the class cookbook.</p> <p>Bring your recipe and photos in on Friday.</p>

Some 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 creativity inspiring learning showcase- be ready to learn!

A background image showing a clear glass vase filled with water, containing several eucalyptus branches with their characteristic silvery-green, rounded leaves. The vase is positioned on the left side of the frame, and the leaves extend upwards and outwards, filling the upper half of the image. The lighting is soft and natural, highlighting the texture of the leaves and the clarity of the water.

# 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)



Any questions?