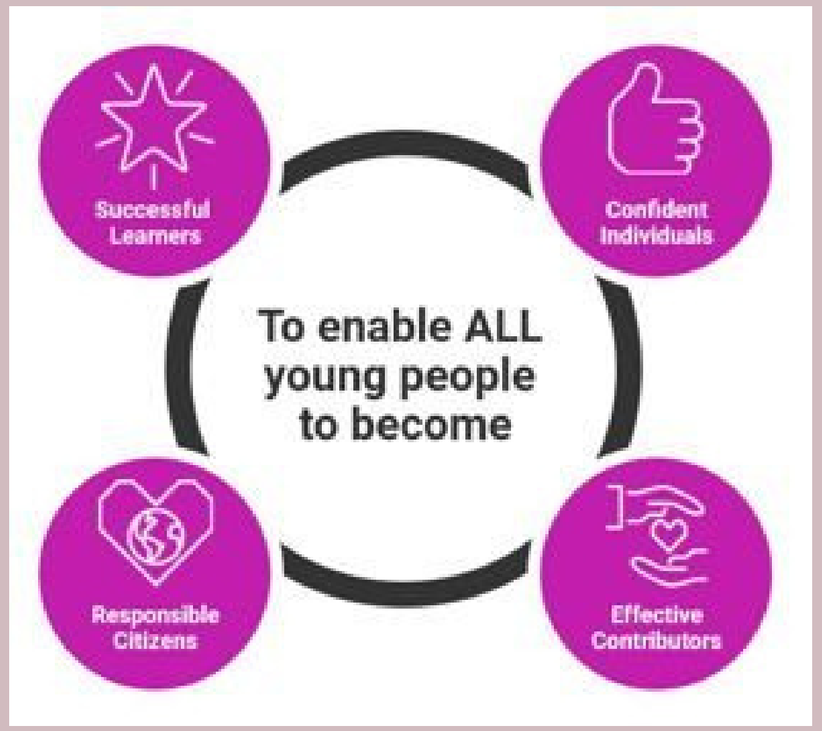
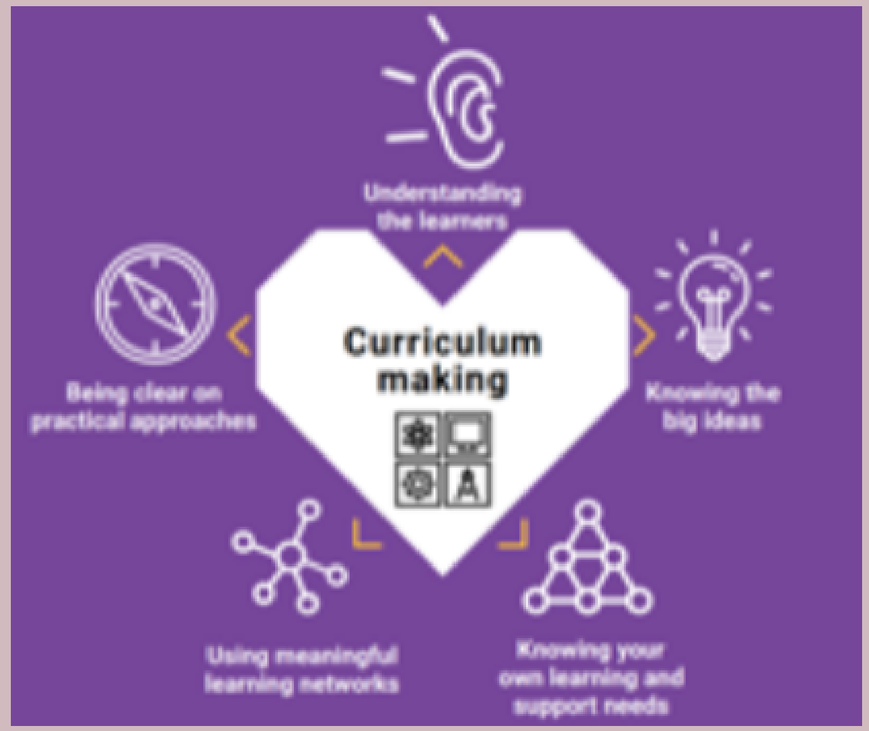
Welcome to P3/4

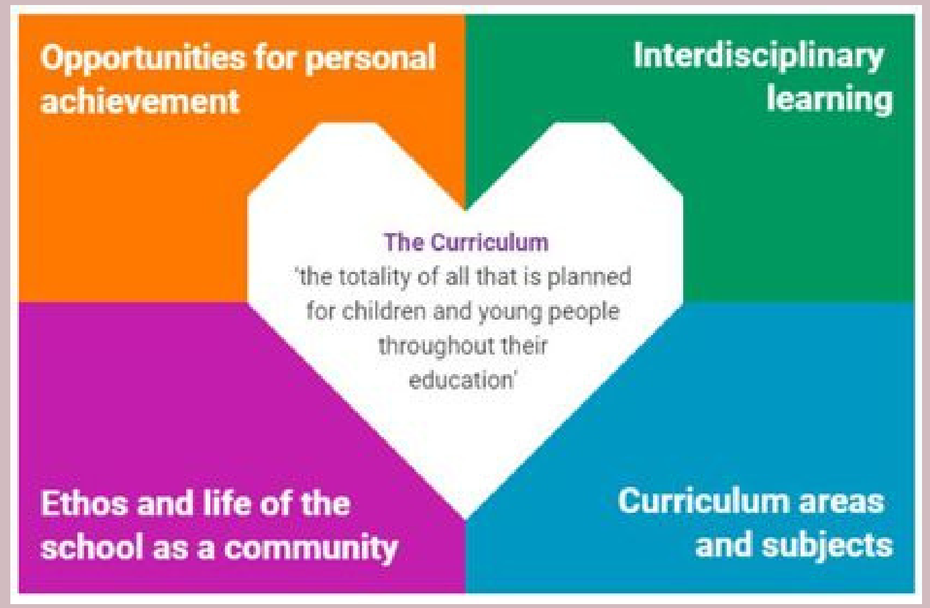
Mr Malcolm, Mrs Nasim, Miss Docherty



The what



The why



The how

School Vision, values and aims

Vision: ‘Creativity Inspiring Learning’

Values: Care,Respect, Cooperation,Leadership

Aims

1. Prepare our learners for positive destinations through innovative and creative approaches to learning and teaching based on research.
2. Uphold the rights of all young people and provide opportunities for learner’s actions to impact on issues affecting the rights and wellbeing of others globally.
3. Encourage learners to be active citizens in their communities by being reflective and providing a coherent, relevant curriculum which promotes curiosity and problem solving.
4. Use our data to support continuous improvement and provide equity of opportunity, ensuring we celebrate all leaners’ academic and wider achievements.

OUR CHILDREN, THEIR FUTURE

THRIVING TOGETHER

THRIVING TOGETHER

AMBITION, RESILIENCE, EQUITY.

5 KEY PRIORITY AREAS

BEST START FOR LEARNERS

Every learner has inspiring learning environments that build curiosity, confidence and the love of learning.

AMBITIOUS LEARNERS

Every learner is supported and challenged to aim for their best.

NURTURED LEARNERS

Every learner has the opportunity to thrive in a safe, happy and supportive space.

CONNECTED LEARNERS

Every learner is active in their local and global community.

LIFELONG LEARNERS

Every learner benefits from opportunities to seek knowledge, value challenge, welcome change and keep learning throughout life.

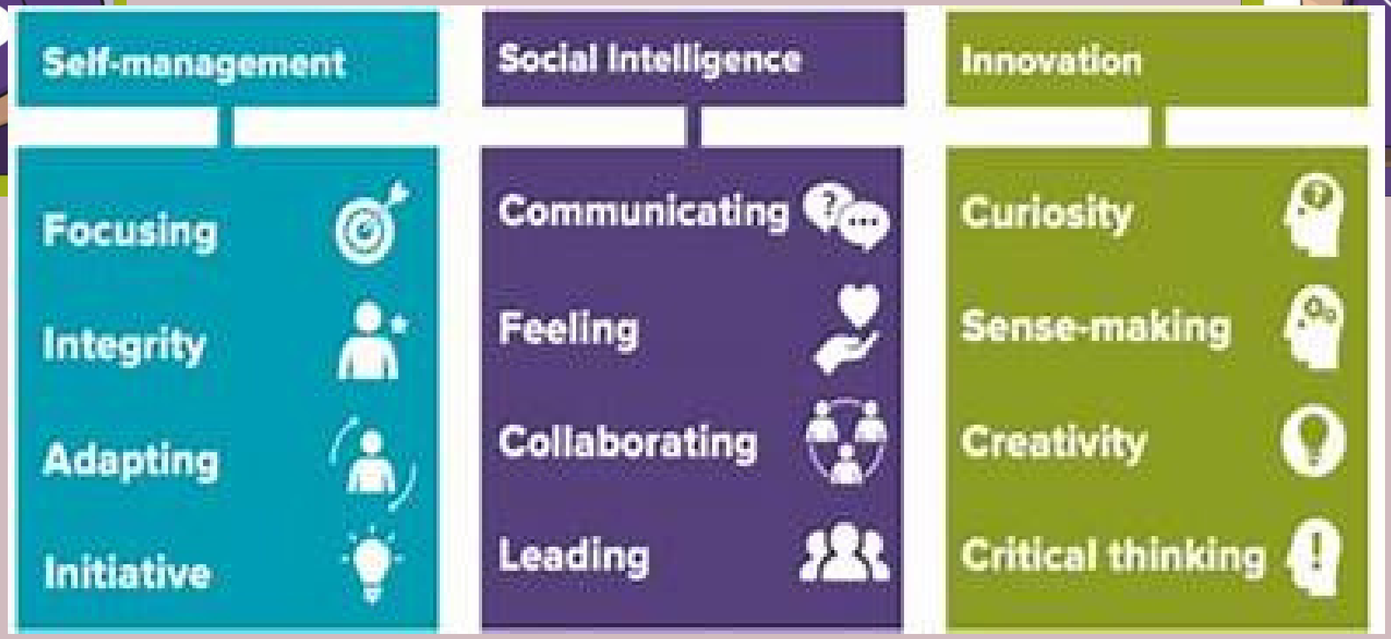
- Listening and talking
- Critical thinking
- Factual writing/research/note taking
- Spelling, handwriting, grammar, comprehension
- Number, estimation, measure
- Mental Maths
- Outdoor learning
- Skills development

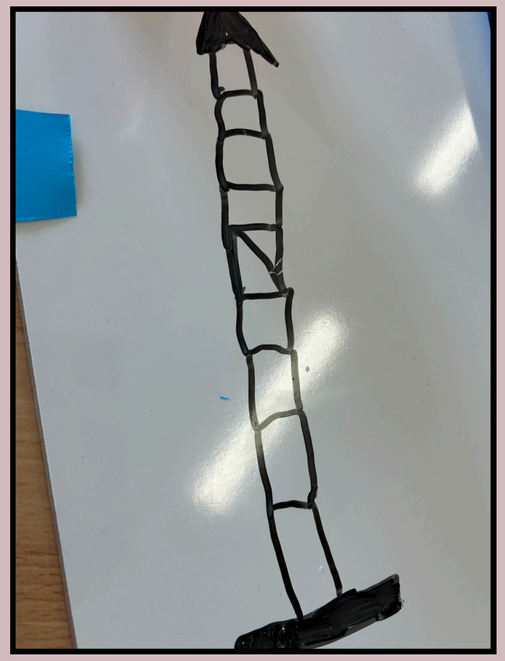
EMBEDDING SKILLS

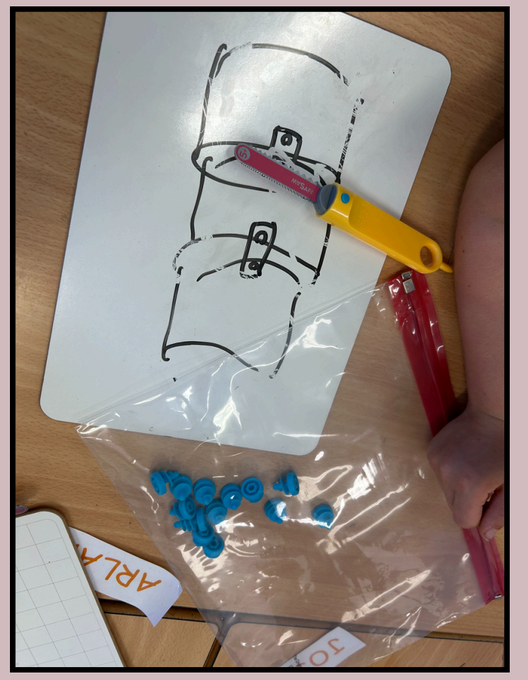
'Skills are central to achieving sustainable, innovation-driven economic growth and social inclusion', OECD (2020)

RAiSE Raising Aspirations in Science Education

ABS Argyll & Bute STEM







The engineering design process

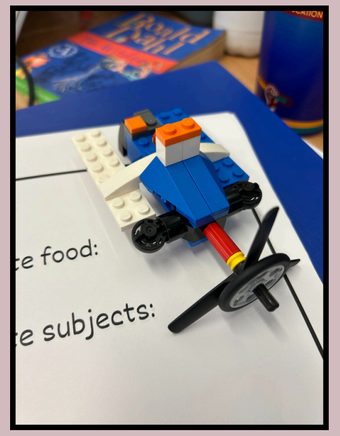
Research

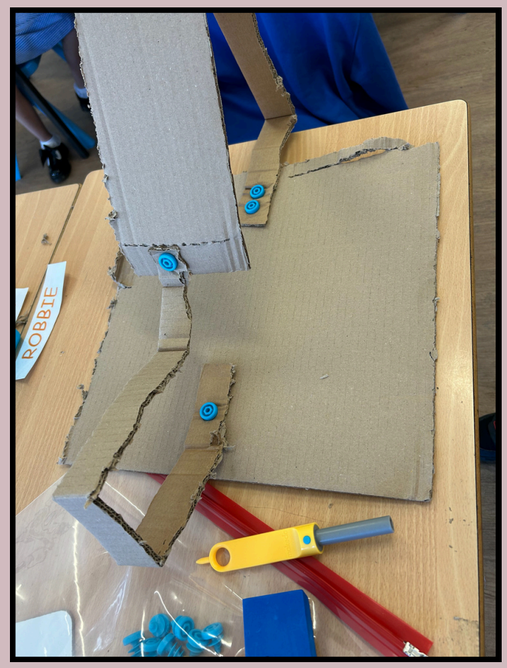
Plan

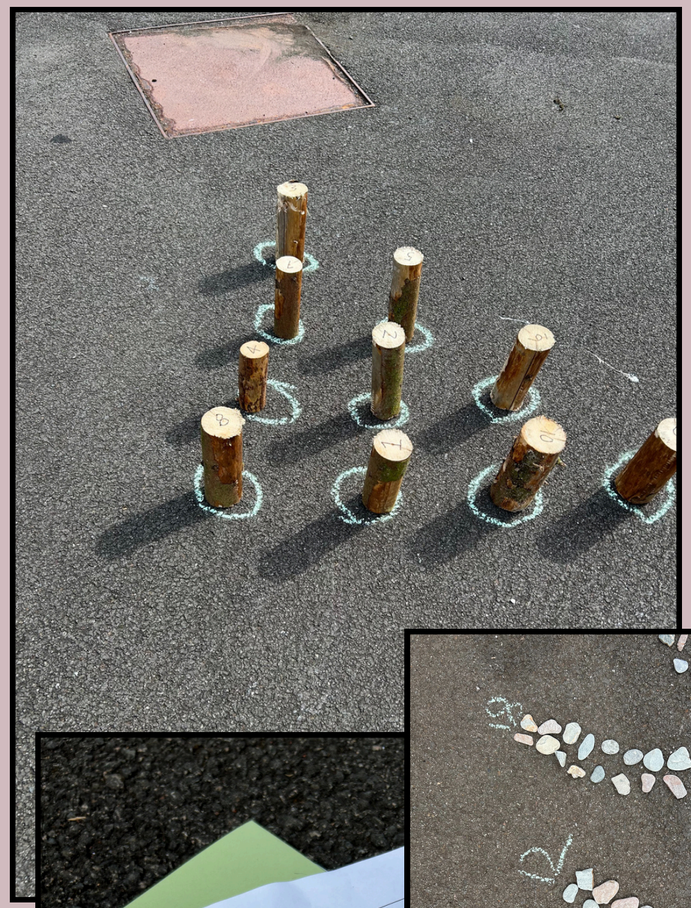
Build

Test

Improve







Outdoor skills

- Problem solving
- Teamwork

Meta skills

- Communication
- Collaboration
- Sense-making

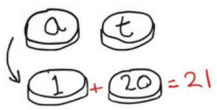
Other

- Literacy
- Numeracy

Alphabet hunt and letter coding

Main activity

- Cut thin wooden discs and write the letters of the alphabet on them in lower case.
- On the reverse of each one write the numbers 1-26, a=1, b=2 etc.
- You will need a set for each group of learners.
- Before pupils go onto the playground/open area, spread all the discs across the area all mixed up.
- Challenge groups to come up with a strategy to work together in an organised way to get all the letters of the alphabet as quickly as possible and arrange them in the correct order at their station.
- Once they have done this check that each groups order is correct.
- Now challenge groups to make 2-10 words they know with their letters (No depending on the level of challenge you want to set).
- They can repeat letters in different words but not in a single word, for example letter.
- Tell pupils to record the numbers of each letter in their words.
- Have pupils add their numbers to get their total, you could repeat to see if they can beat theri total. How pupils add up will be depend on ability and teacher choice, additional resources may be required.



	t	u
at	21	20 1
to	35	30 5
be	7	7
	63	50+13

BIG QUESTION

How could STEM help us to build a better community?

SMALL QUESTIONS

How do we protect our community from storms, disasters and floods?

How do we protect against fires in our community?

How can we make sure as much wilildlife is protected as possible when we build?

What kind of places are good for building in our community?

How are old buildings taken safely down, what happens to all those materials?

What kind of buildings are there in our communiyt?

What types of buildings or places would people like in their communiity?

How are bricks made?

What jobs are involved in building a house?

What materials are used to bui;ld?

Where do materials come from?

What materials are environmentally friendly?

How is glass made?

How could we keep wildlife safe in our community?

How are metals made/shaped for using in houses?

How are rocks shaped for using in houses, where do they come from?

What materials are strong such as wood?

Why are some materials so good for building?

What machines are used to build houses and roads?

How does a crane work?

PBL DRIVING QUESTION

How can we use STEM to design an improvement for our community?