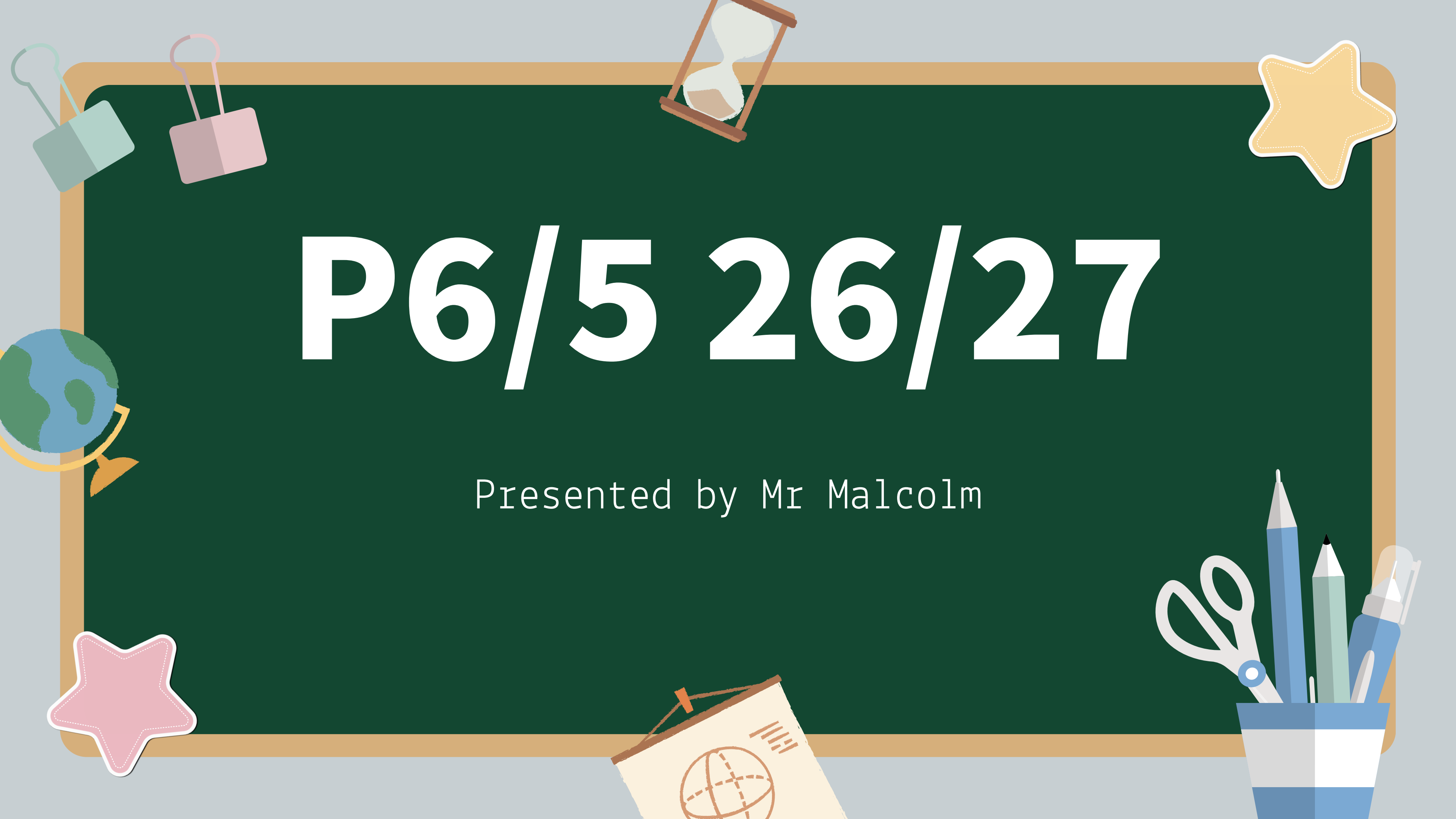


The image features a dark green chalkboard with a light brown wooden frame. Various school-related items are scattered around the board: a green and blue paper clip, a pink paper clip, a yellow star sticker, a wooden hourglass, a blue and green globe, a pink star sticker, a blue and white striped pencil holder with pens and pencils, and a piece of paper with a globe drawing. The text 'P6/5 26/27' is written in large white letters on the chalkboard.

P6/5 26/27

Presented by Mr Malcolm

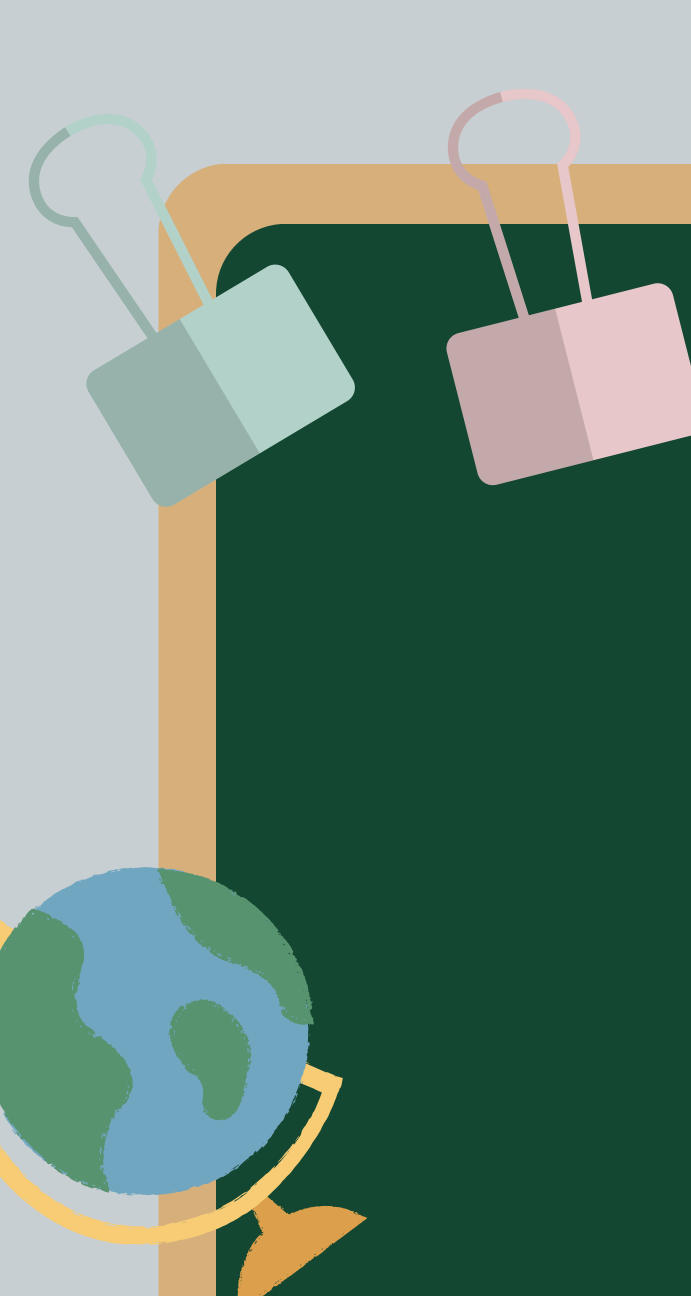
TIMETABLE

	9.00-9.15	9.15-9.30	9.30-10.30	14.45-12.15		
Monday	Register/emotion check in	AR	Spelling/HW	Retrieval maths-45 Numeracy lesson-45 (Mrs Smith)	Health and well-being (Mrs Smith)	PE
Tuesday	Register/emotion check in	spelling	Grammar/Writing	Problem solving-30 Numeracy-30 Practical math-30	Gaelic	IDL
Wednesday	Register/emotion check in	AR	Comprehension	Writing	Practical math	Assembly
Thursday	Register/emotion check in	Spelling	List/Talk/Writing	Problem solving-30 Numeracy-30 Practical math-30	Science	TCH
Friday	Register/emotion check in	AR	Music (Mrs MacFarlane)	Retrieval maths-45 Decoding written problems-45	IDL	PE

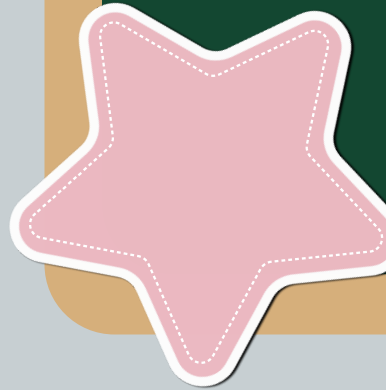


LANGUAGES

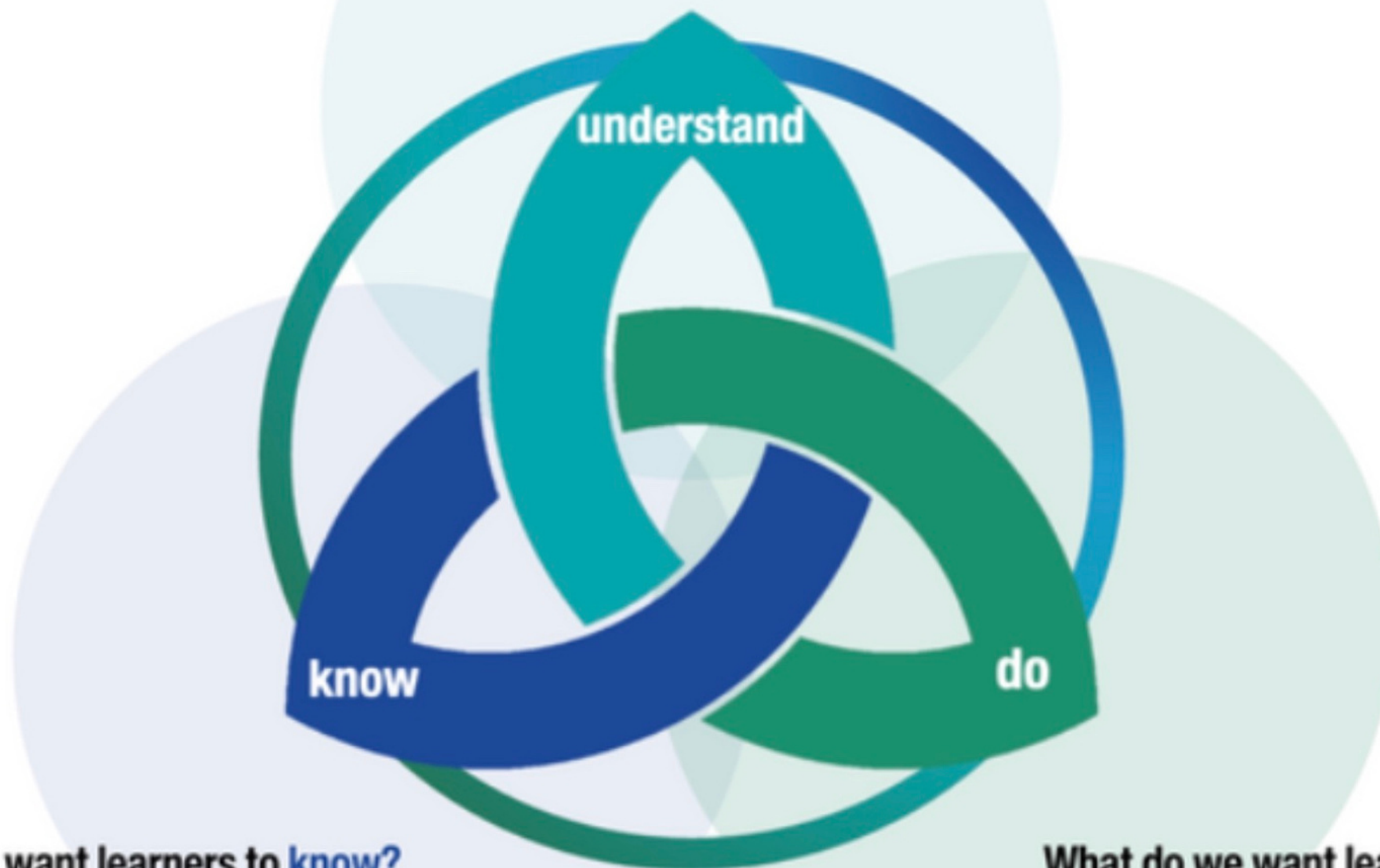
- Gaelic
- Spanish
- French



THE NEW CURRICULUM

- Big Ideas
 - Knowledge and skills
 - IDL/PBL
- 
- 
- 

What do we want learners to **understand**?

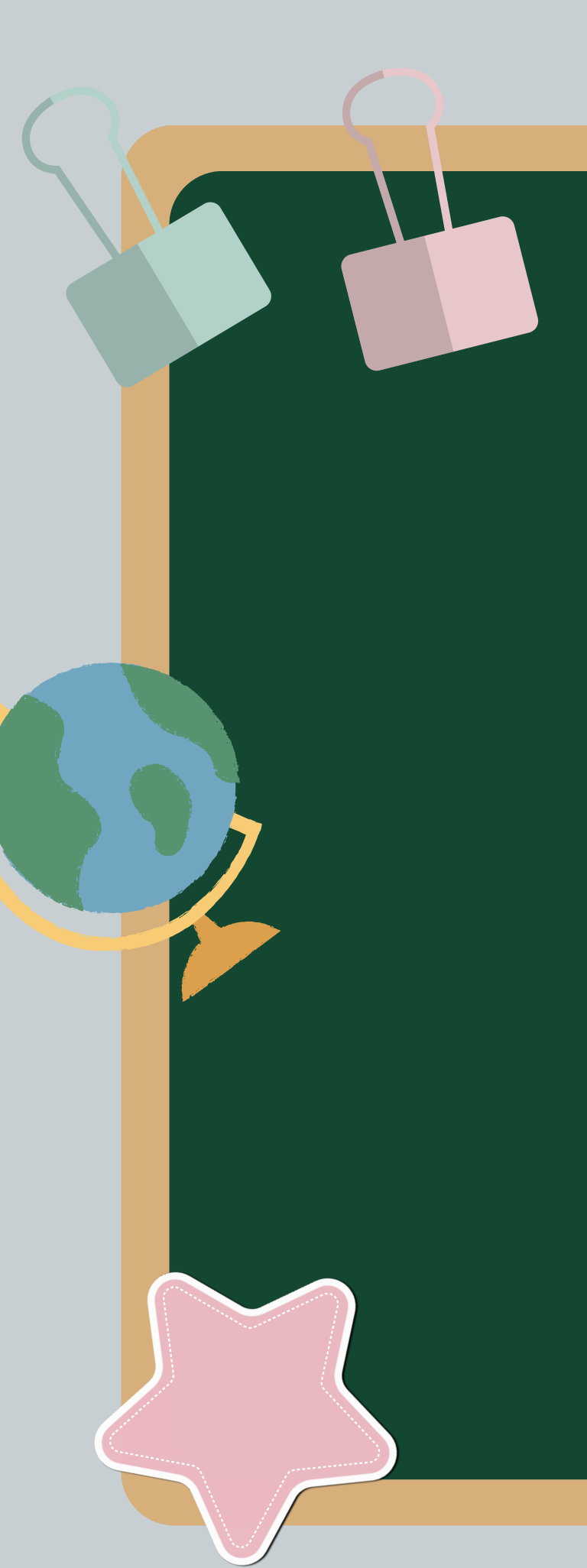


What do we want learners to **know**?

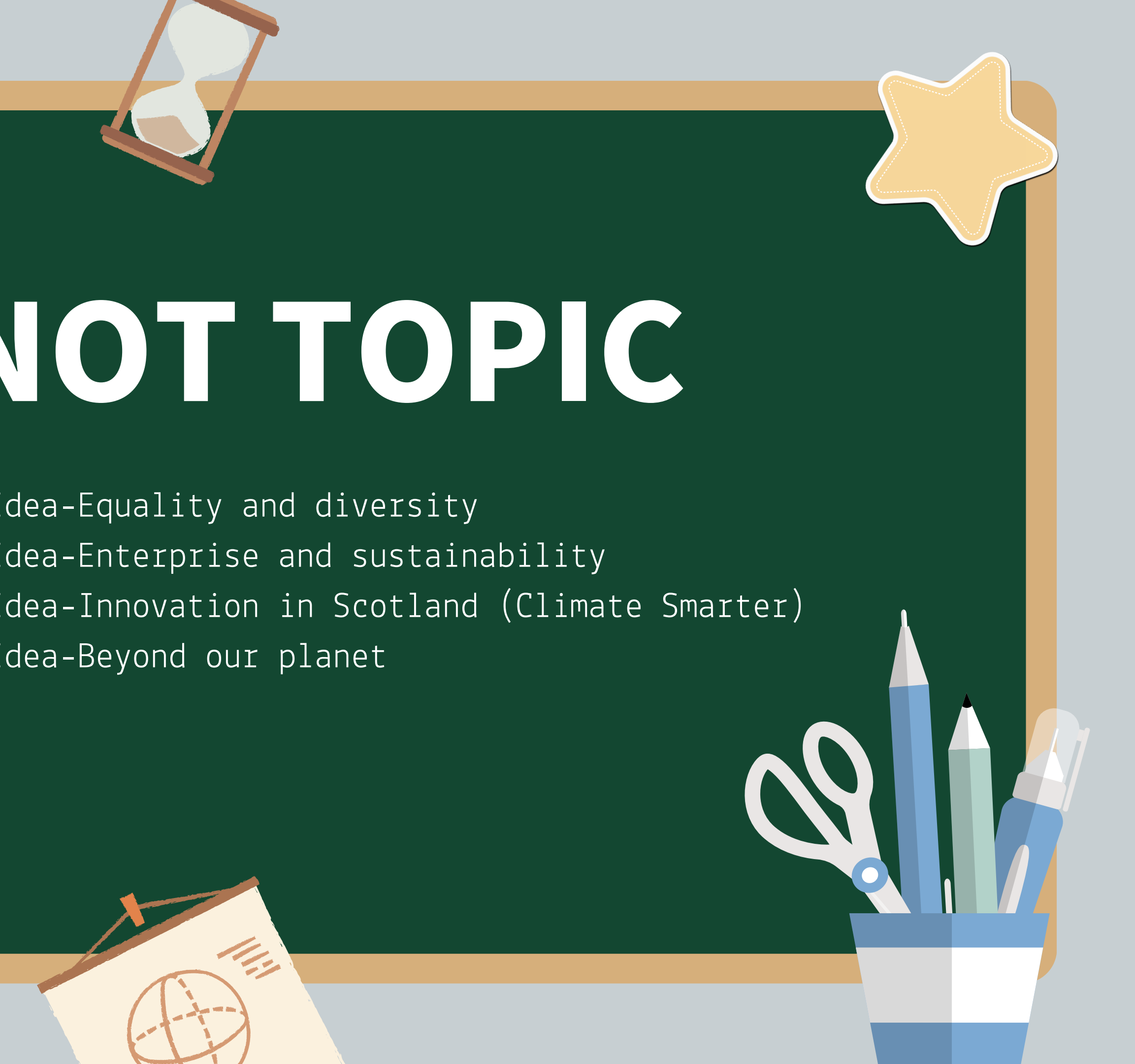
What do we want learners to **do**?

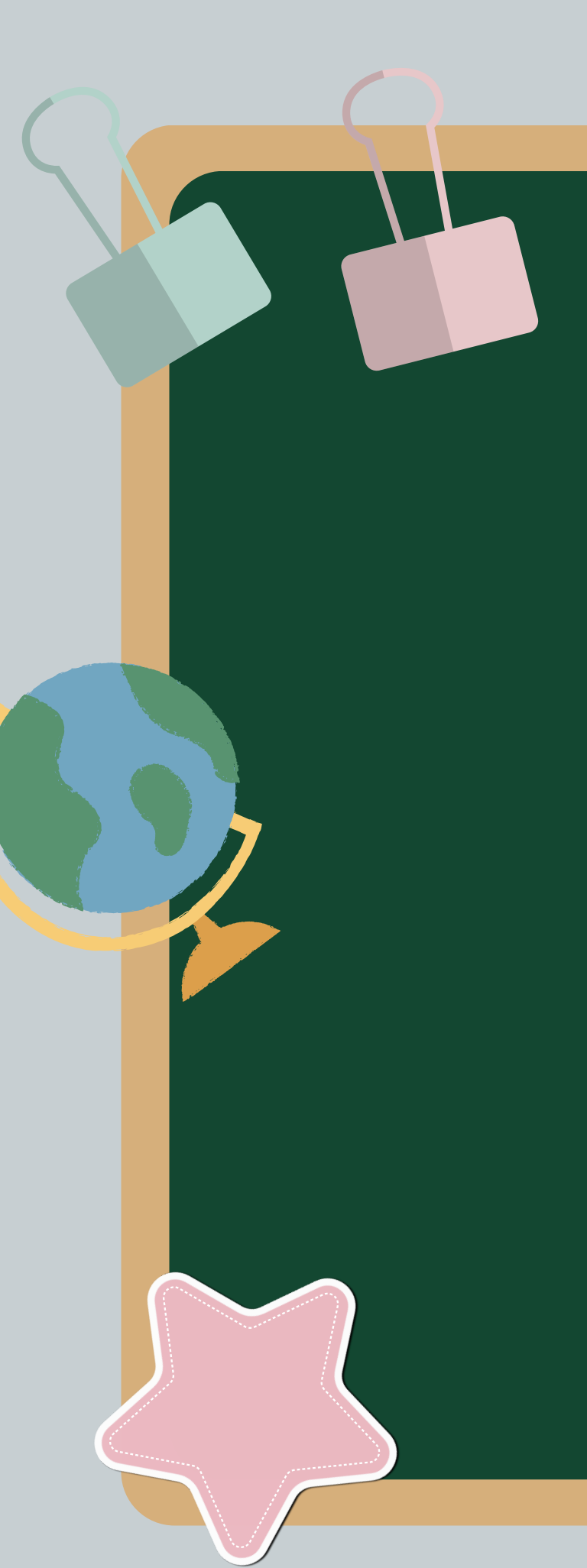
The interconnected layers of Scotland's Curriculum Framework





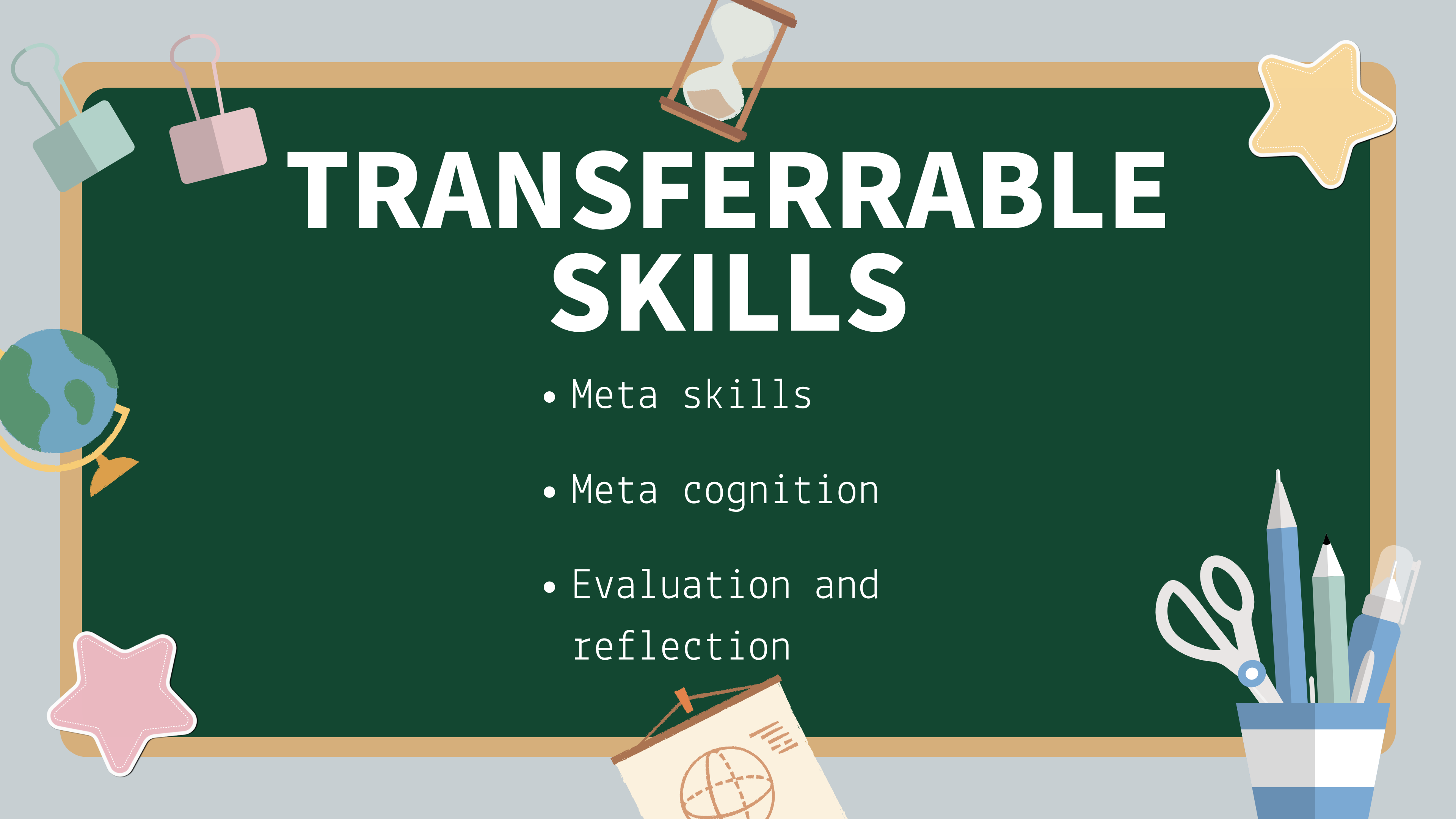
IDL NOT TOPIC

- Term 1: Big Idea-Equality and diversity
 - Term 2: Big Idea-Enterprise and sustainability
 - Term 3: Big Idea-Innovation in Scotland (Climate Smarter)
 - Term 4: Big Idea-Beyond our planet
- 



IMPROVEMENT PRIORITIES

- Curriculum
 - Meta cognition/skills
 - Attainment
 - Inclusion
- 



TRANSFERRABLE SKILLS

- Meta skills
- Meta cognition
- Evaluation and reflection

Skills
Development
Scotland



Focusing



Focusing
helps me
concentrate
on what is
important

Fergus

Initiative

How well do
you think for
yourself?



It's all about:

Courage: overcoming fears to take action

Independent thinking: thinking for themselves

Risk taking: taking calculated risks to achieve goals

Decision making: making considered choices

Self belief: trusting in one's abilities, qualities and judgement

Self motivation: acting without influence or encouragement from others

Responsibility: following through on commitments

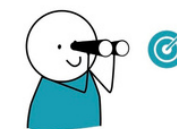
Enterprising: taking risks, showing initiative and undertaking new ventures

Explore your career options



myworldofwork.co.uk

Focusing



Integrity



Adapting



Initiative



I make
responsible
choices

I pay attention to
what is important

I am confident in
making decisions
myself

I adjust well to
change

Build understanding of individual skills by focussing learning outcomes on them and helping pupils to develop a vocabulary around each

Initiative

Initiative is about thinking for ourselves and is the readiness to get started and act on opportunities built on a foundation of self-belief.
Using initiative can include the following:

- **Courage:** The ability to manage and overcome fears in order to take action
- **Independent thinking:** The ability to think for one's self and trust one's own judgement
- **Risk-taking:** Doing something that involves danger or risk in order to achieve a goal
- **Decision-making:** The act of making a considered choice after appropriately using intuition and careful thought
- **Self-belief:** A feeling of trust in one's abilities, qualities and judgement
- **Self-motivation:** The ability to act without influence or encouragement from others
- **Responsibility:** The ability to follow through on commitments, be proactive and take responsibility
- **Enterprising:** Willingness to take risks, show initiative and undertake new ventures



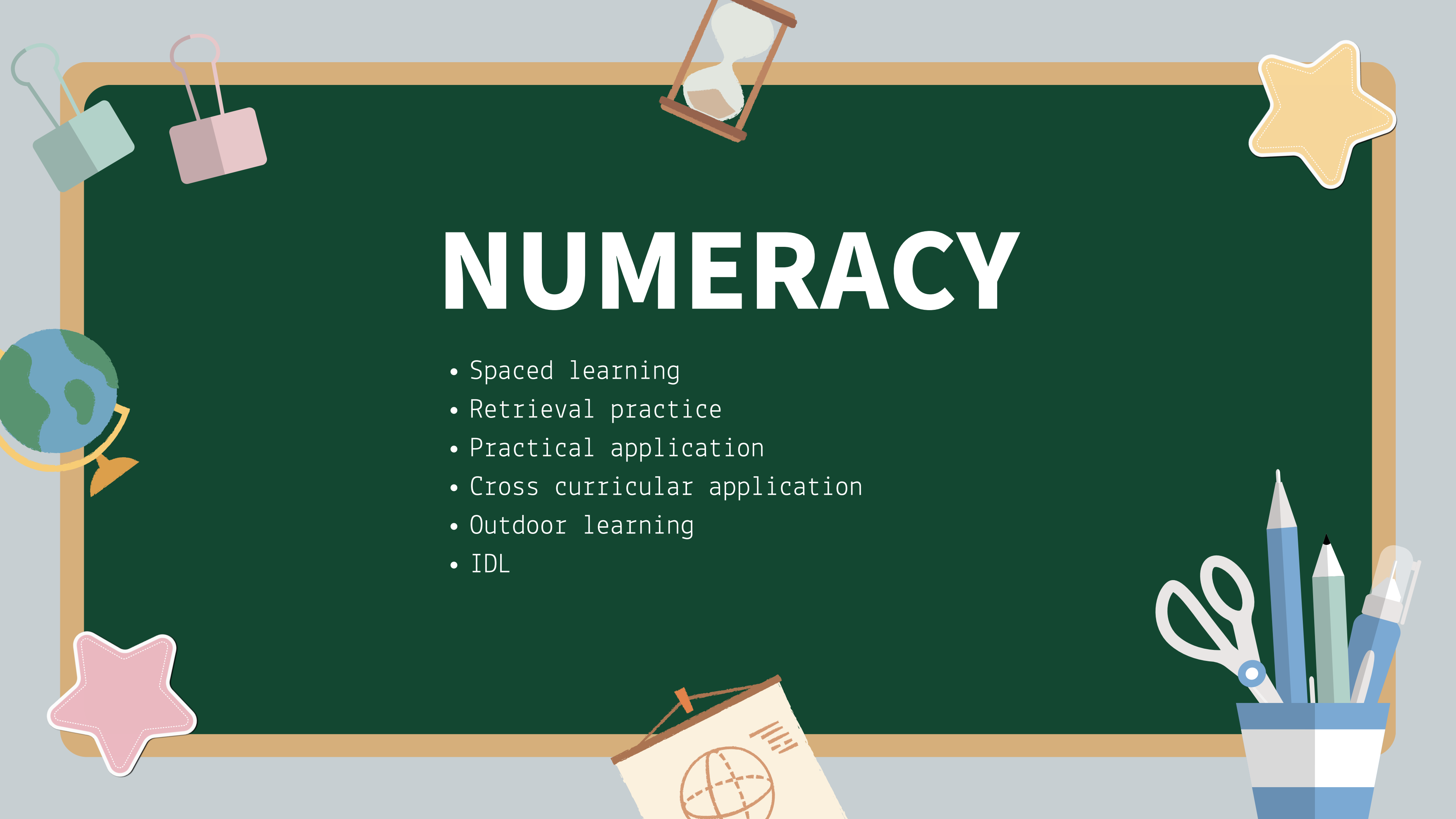
Learners show initiative at Early Level by:	Learners show initiative at First Level by:	Learners show initiative at Second Level by:	Learners show initiative at Third/Fourth Level by:	Learners show initiative in Senior Phase by:
• beginning to plan, and enjoying completing a given task • both following instructions and making their own instructions for others to follow • showing confidence through expressing themselves through actions such as making marks, role play, joining games, singing or dancing with a little prompting if needed for support • being confident when faced with new situations and environments with a little support.	• breaking tasks into smaller parts in order to plan next steps • persisting with and completing a task • asking questions with confidence about an activity to confirm understanding of the purpose of the task • developing an awareness of what they enjoy and what they find difficult.	• evaluating and classifying information and selecting the most appropriate methods for a particular task • setting their own goals in order to complete a task within a deadline • evaluating what they have learned and being able to compare their approach with others in the group • understanding directions and being confident in undertaking a task • confidently challenging themselves when faced with the unexpected, but knowing when to ask for help.	• planning and selecting information independently to create an action plan and complete tasks • determining and setting realistic targets for self-improvement, and deadlines for completion of tasks • evaluating different approaches to thinking and learning, and evaluating their progress • analysing and evaluating tasks and information by listening and being confident when questioning • persevering with tasks in the face of frustrations by using creativity and prior learning to find solutions.	• showing independent thinking in planning and setting goals, and following through with actions for improvement • reviewing their own learning, linking and using that information to review and propose realistic targets and deadlines • confidently exploring and discussing alternatives when planning a way forward, in and out of school • confidently taking responsibility when exploring new situations and supporting others to complete complex or unexpected tasks.

I am learning to use my initiative to solve a problem

SC: I can ask questions about the task
SC: I can stay on task when its difficult
SC: I can break the task into small steps

Meta-skills





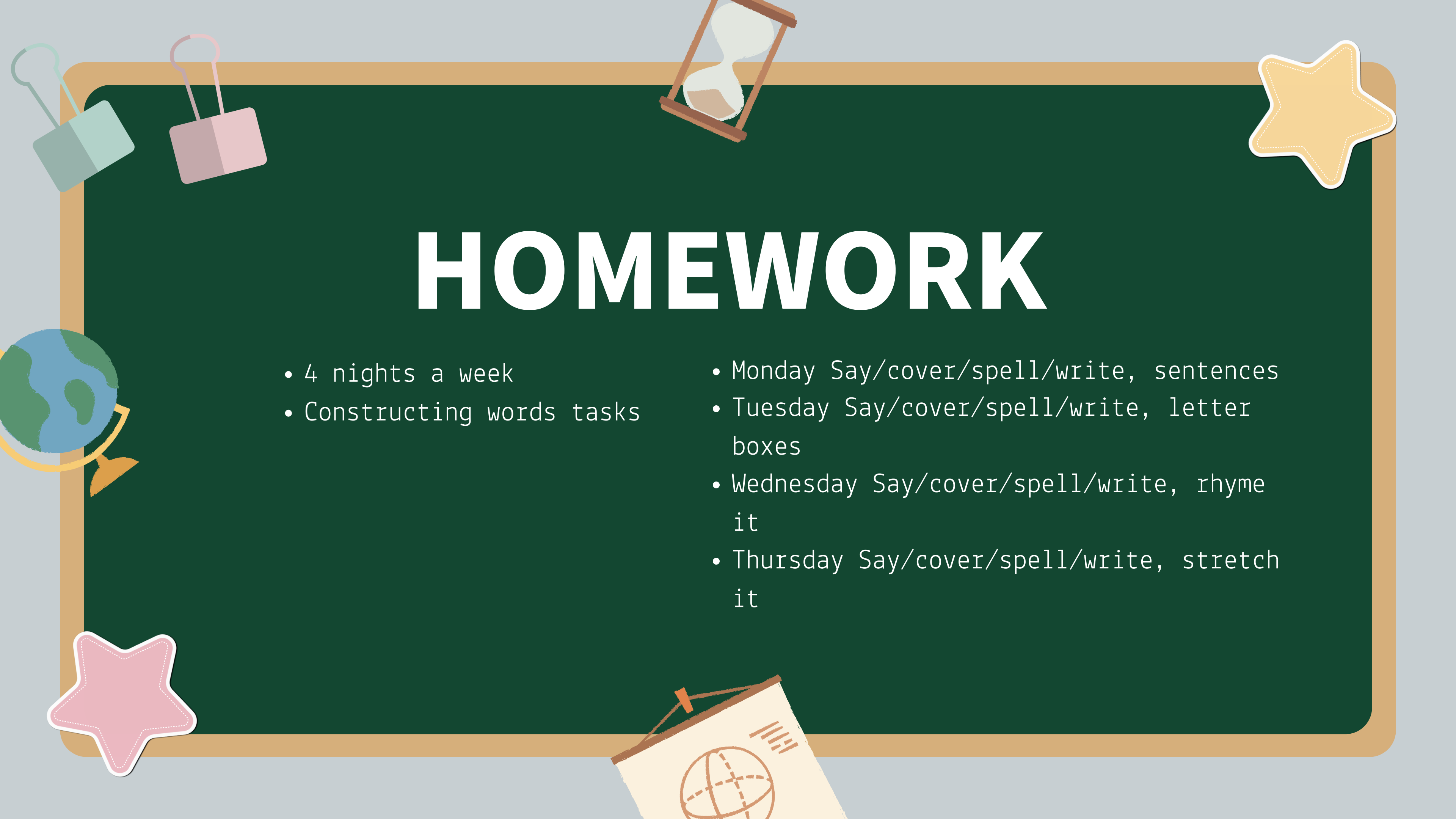
NUMERACY

- Spaced learning
- Retrieval practice
- Practical application
- Cross curricular application
- Outdoor learning
- IDL



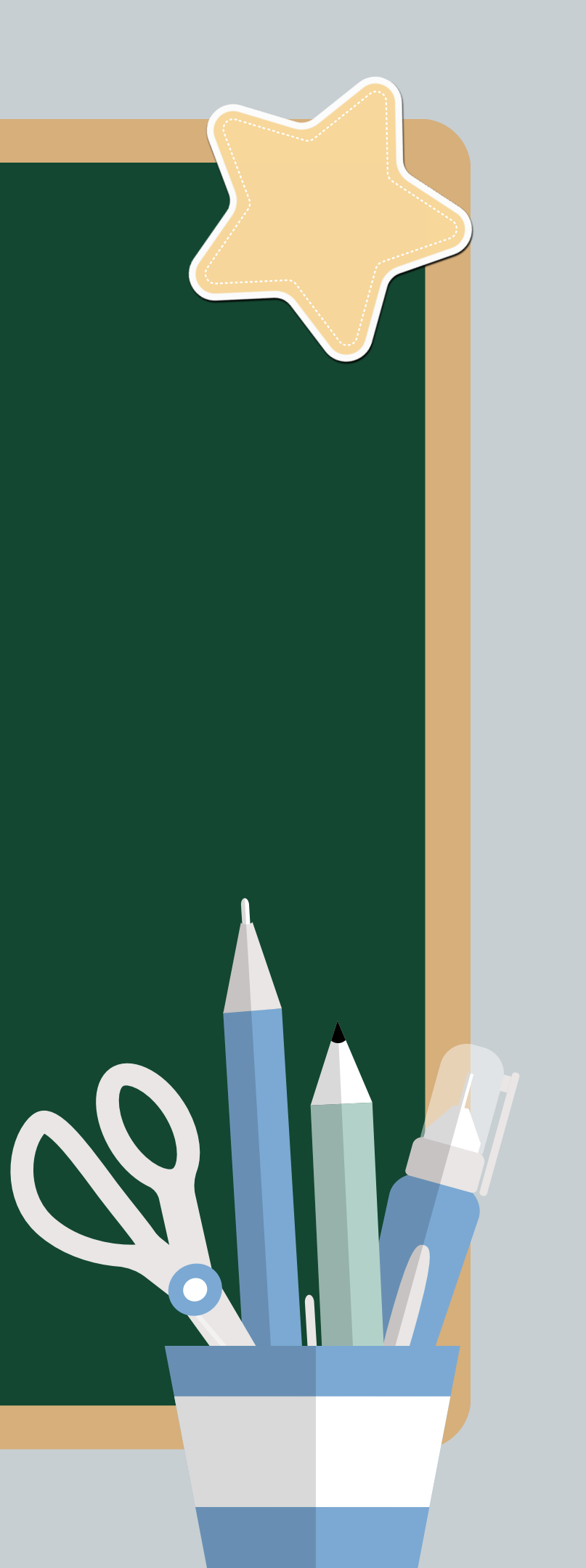
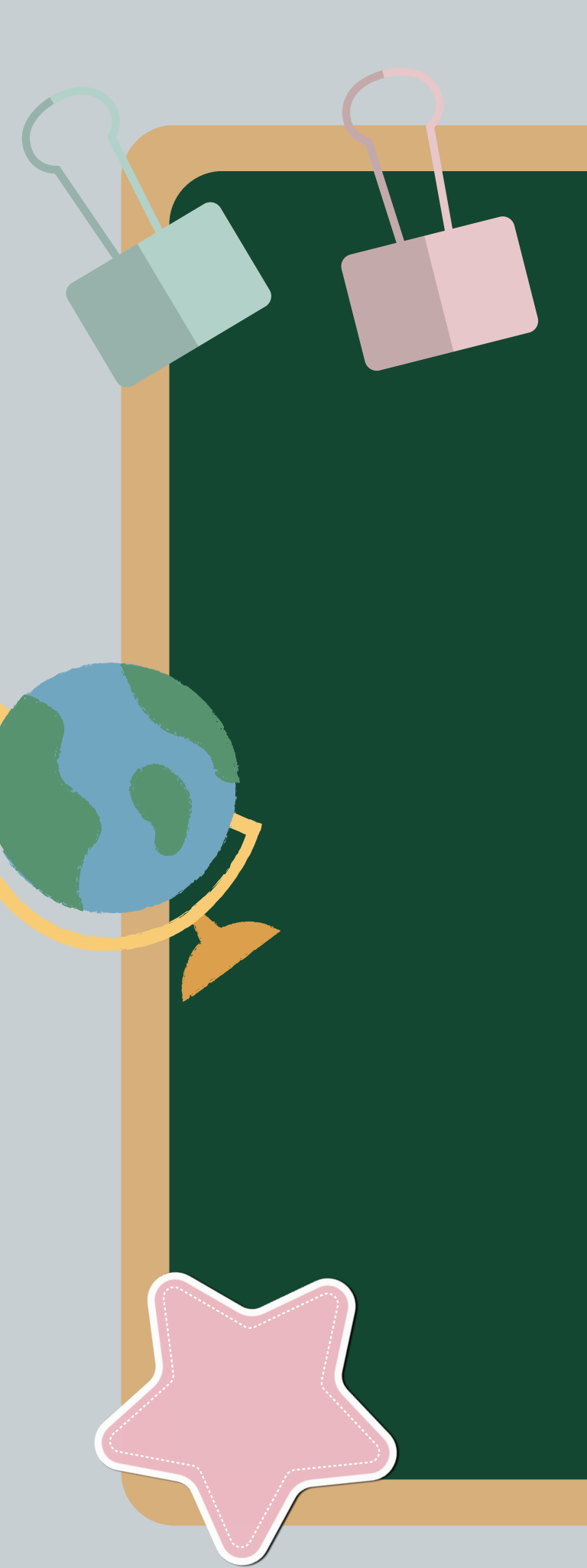
LITERACY

- Writing skills
- Research skills
- Developing critical thinking and sense making
- Reading AR
- Spelling
- Cross curricular work
- Application of skills
- IDL



HOMework

- 4 nights a week
- Constructing words tasks
- Monday Say/cover/spell/write, sentences
- Tuesday Say/cover/spell/write, letter boxes
- Wednesday Say/cover/spell/write, rhyme it
- Thursday Say/cover/spell/write, stretch it



INCLUSION

- Inclusion champions
 - OCTNE Gold Award
 - CIRCLE classroom scales
 - Pupil participation scales
 - PATHS
- 

QUESTION TIME



THANK
YOU

