

What will my child learn at Lorne Primary School in Primary 3?



The Scottish curriculum in nursery and primary school consists of these areas of learning

- Numeracy & Mathematics
- Literacy & English Language
- Sciences
- Technologies
- Languages
- Expressive Arts
- Social Subjects
- Health & Well-being
- Religious & Moral Education

Each area of learning has a set of outcomes and experiences which most children will progress through at Early, First & Second Levels.

Most children will move through the following levels

- Early Level in Nursery and P1
- First Level in P2, P3 & P4
- Second Level in P5, P6 & P7

We will assess your child's learning in many ways throughout the year

- Formative assessment when teachers and children observe, discuss and evaluate how learning has progressed and make targets for next steps in learning.
- Summative assessment when teachers and children will summarise how well learning has progressed at a certain time.
- Standardised assessment when children will be tested to see how they are progressing and what their next steps in learning should be.

At Lorne Primary School, our curriculum has been designed into 'discrete areas of learning' and 'interdisciplinary learning themes'. We also teach literacy and numeracy across learning where children use and apply skills in different learning areas.

Our discrete areas of learning are maths, English, French at P6 & P7, physical education and religious & moral education.

Our interdisciplinary learning themes consist of sciences, technologies, expressive arts, health & well-being and social subjects. An example of a theme is 'The Vikings in Scotland', 'Cook My Own Lunch' or 'Design a Theme Park'. Within these themes children learn skills, knowledge and attitudes from across the areas of learning above.

What will my child need to bring to school?

We ask that children come to school with

- a school bag
- a reading pocket (which can be bought from the school office) to keep books clean
- a packet of paper handkerchiefs in their school bag
- writing pencils, eraser, ruler, sharpener



From time to time we may ask for a small amount of money to help with the cost of cooking, school excursions and fund-raising. If you need help with costs, please contact the headteacher in confidence and an agreement will be reached.

How is my child expected to behave at school?

We expect all children to stick to the following 4 rules which are displayed around the school and which are discussed frequently in school.

- **Learning rule:** learn all you can
- **Respect rule:** treat others as you would like to be treated
- **Safety rule:** play and learn safely at all times
- **Problem solving rule:** solve problems in a peaceful manner



Homework in Primary 3

Homework will be a maximum of 15 minutes per night in P3.

Reading homework: each child will bring home a book and there will be an instruction in the reading diary for the parent to read.

Maths homework: each child will practice some maths work that they have been working on in class.

Phonics/ spelling/ writing homework: each child will practice some phonics/ spelling/ writing.



If your child cannot do the homework, please try helping. If this does not work, please stop the homework and speak to your class teacher for guidance.

Other homework may be given from time to time. There will be a parent hint or explanation in the homework diary.

Library & 'Choice Books'

P3 children will borrow books from the school library or class 'choice books' every week. Don't worry if they cannot read the book- they have chosen it because they like the look of it and want to see what the book is about.

How can I help with homework?

1. Check the homework diary and make sure homework has been done. Sign the diary and write any feedback for the class teacher.
2. Make sure your child has writing pencils, eraser, ruler, colouring pens and somewhere quiet to work at a table.
3. Try to have a routine for homework- some parents find it helpful to have the same time for homework each day (straight after school, after eating, after an activity)
4. Supervise the homework but don't do it for your child.
5. Talk and play with your child. Talking and listening, turn-taking and sharing skills are very important in Primary 3.



Reading:

- Listen to your child reading the book.
- Read the book at the same time as your child so that if there is a tricky word your child can miss it out but still make sense of the words.
- Read the book and stop so that your child has to read the next word out loud
- Ask questions about the book. Try asking Who? What? Where? When? Why? Questions.
- Ask harder questions about the characters ('Why do you think she did...?', 'What would you have done if you were him?')
- Ask questions about the plot ('What do you think will happen next?', 'How will the story end?')

We have a list of questions called 'Blooms questions' that you can get from your class teacher. These are useful for asking your child questions about books, TV and topics.

Phonics, spelling and writing:

- Ask your child to look at a word, say it out loud, cover it and try to spell it.
- Ask your child to say words that rhyme with that word.
- Ask your child to write down 5 words that look similar to that word.
- Ask your child to use the word in a sentence or explain what the word means.
- Ask your child to put the words in alphabetical order.



Maths:

- Remind your child to use any help cards (like number lines, times tables squares etc.)
- Help your child to use a calculator.
- Play maths games with your child. We have lots of games in school that you can ask your teacher for.

Primary 2 to 4 'discrete areas of learning'

In English the children will learn about...

- New words and how to say, write and spell these.
- Tricky words that don't stick to the spelling rules.
- The second most common hundred words in English.
- Rhyming words and words that sound or look the same.
- Joining letters together to make 'blended sounds' like 'thr' and 'spl'
- Joining letters together to make common parts of words like '-ing', '-all' and '-igh'
- Punctuation- capitals, full stops, commas and question marks.
- Using simple joining words like 'and', 'or' and 'because'.
- Grammar- past tense, plurals.
- Choosing stories to watch, read or listen to. Explaining what I like and don't like.
- Talking about characters and events in stories.
- How to listen or watch for information. Using books and computers to find information.
- Asking questions and linking ideas. Listening to others' views.
- Sharing my feelings, ideas and views. Justify my answers.
- How to write down my ideas. How to invent my own characters and events in stories. Making longer pieces of writing. Writing on my own.
- Talking about the purpose of a text, the main ideas and the audience of a text. Talk about the characters, setting, writer's message and tricks the writer has used.
- Make notes when I am listening or watching.
- Put ideas in order in my writing.
- Find information I need in texts.
- Answer harder questions to show my understanding.
- Recognise the difference between fact and opinion. Recognise different genres of writing and explain why they are different
- Make different types of writing- stories, poems, reports, instructions and letters.



In Maths the children will learn about...

- Counting, ordering and writing numbers, adding and subtracting numbers, multiplying and dividing numbers. The importance of zero and place value of units and tens.
- How to make number sequences and how to count on and count back in different 'jumps'.
- How to share amounts and split a whole object into smaller parts.
- Size, length, volume and weight. How to compare these. How to estimate and measure these.
- How to pay for things and give and receive change. How to recognise coins and notes. Combinations of coins. Estimating change.
- Telling the time using 12 hour and 24 hour clocks. Using calendars. Using timers.
- 2D and 3D shape characteristics. Make a tiling. Symmetry.
- Directions, positions and symmetry.
- Gathering, organising and displaying information.
- Using signs, charts and information around me.



- Solving problems using maths skills. Estimate, work out then check an answer.
- Fractions- how to split an amount into a fraction, how to write a fraction, where fractions appear on number lines. Find a fraction of an amount. Give an equivalent fraction.
- Working out the area of a shape by counting squares.
- Making repeat patterns. Working out rules for a pattern.
- Using maths symbols +, -, x, ÷, =, not equal, <, >
- Finding the value of a symbol in an equation e.g. 'x + 5 = 10 so x = 5'
- Describing, following and recording routes and journeys using signs, words and angles associated with direction and turning.
- Using grid references to locate and describe positions of objects.
- Gathering, recording and analysing information on tables, charts and graphs. Use labelling and scales.
- Chance- use vocabulary to describe the possibility of something happening e.g. how likely will it be 'heads' when I toss this coin?'

In Physical Education the children will learn about...

- How to link actions and skills to create movement patterns and sequences.
- Improving performance and fitness.
- Following rules and procedures. Setting and achieving personal goals.
- Discussing my thoughts and feelings and giving and accepting feedback.
- Physical activities and sport indoors and outdoors.
- How physical activity, sleep and rest.
- Energy from the food we eat.



In religious & moral education the children will learn about ...

- Christian beliefs about God and Jesus.
- The role of Christianity in Scottish society and the world.
- Their own beliefs and how to express them.
- The key values of Christianity and how they might be put into action.
- How Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. Respect for the practices and traditions of others.
- How Christians celebrate different times of year.
- Stories from world religions and some of their key beliefs. The beliefs and values of world religions and their role in Scottish society and the world. How beliefs and values might be put into action in people's lives and communities.
- How followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies.
- How to show respect for the practices, beliefs, values and traditions of others.
- How some people have beliefs and values which are independent of religion.



Primary 3 'interdisciplinary learning themes'

This year, these will be...

Term 1: <THEME NAME>

Term 2: <THEME NAME>

Term 3: <THEME NAME>

Term 4: <THEME NAME>



In these themes the children will learn about...

- Scotland's history. Edinburgh's history. International history. Evidence, fact, opinion and bias.
- Ordinary people's lives in the past and how they compare to today. A famous individual from the past.
- The features of the landscape and how the landscape is used by people and other living things. Creating and using maps of my local area.
- Looking after my school or community and encouraging others to care for their environment.
- Foods produced in Scotland.
- Different types of housing and how they meet needs. The importance of local organisations in providing for the needs of my local community.
- Measuring and recording the weather and how weather affects my life. Exploring climates around the world.
- The difference between my needs and wants and those of others around me. The ways in which we use and need rules, rights and responsibilities and discuss those relevant to me.
- The amount of money I need to buy items, understanding that I may not always be able to afford the items I want.
- Living and non living things. Sorting things into groups and explaining my decisions.
- Food chains and how animals and plants depend on each other for food. What plants need in order to grow and develop. Energy and survival of life.
- How water can change from one form to another. Make and testing predictions about solids dissolving in water.
- The sun's role and the moon's movements, the length of a day, a month, seasons and a year.
- Forces on toys and other objects. Predicting the effect on the shape or motion of objects.
- Forces exerted by magnets on other magnets and magnetic materials. Design of a game or toy using magnets.
- Electrical circuits as a continuous loop of conducting materials. Combining simple components in a series circuit to make a game or model.
- Sound from vibrations and pitch of the sound.



- The position and function of the skeleton and major organs of the human body and what I need to do to keep them healthy.
- The senses and their reliability and limitations in responding to the environment. Characteristics are inherited in living things.
- The symptoms of some common diseases caused by germs, how they are spread and methods of preventing and treating disease.
- Properties and sources of materials, choosing appropriate materials to solve practical challenges.
- Current scientific news stories and my developing awareness of science in people's lives.
- How to express my feelings and manage my emotions. How to get emotional support from other people.
- How to behave appropriately towards other people. How to make friends, share, be fair, show respect and sustain positive relationships.
- The rights to which I and others are entitled and the responsibilities attached to these.
- How to contribute to making my school community one which values individuals equally and a welcoming place for all. Representing my class, school and wider community and how this can improve my self-worth and confidence.
- How to assess and manage risk, to protect myself and others. How to respond in emergency situations.
- How to travel safely.
- The wider world of work.
- My own and others' needs and feelings especially when taking turns and sharing resources. Following rules.
- Being active and healthy. How my body changes during activity. Healthy and diverse diet. Where foods come from. Food journeys from source to consumer. The importance of locally sourced sustainable food. Food hygiene. Food groups and how they contribute to being healthy. The nutritional needs at different stages of life, for example the role of breastfeeding in infant nutrition. Personal choices can affect your health and development. Dental hygiene. Personal hygiene. Medicines and harmful substances.
- Getting help in unsafe situations and emergencies. Assessing and managing risks.
- My growing body, the correct names for its different parts and how they work. Respect for my body and what behaviour is right and wrong, who I should talk to if I am worried about this.
- Where living things come from and about how they grow. Similarities and differences and how we are all unique. How to look after a baby.
- Performing for audiences and being part of an audience.
- Creating images and objects using a variety of materials and technologies.
- Working on my own and with others, using my curiosity and imagination to solve design problems.
- Talking about the work of artists, musicians and designers. Responding to the experience of dance, drama, music and art by discussing my thoughts and feelings.
- Moving rhythmically, expressively and playfully in dance. Expressing my ideas, thoughts and feelings in art, dance, music and drama. Creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. Different features of dance and practising and performing steps, formations and short dances.
- How to use my voice, movement, and expression in role play and drama. Using drama to explore real and imaginary situations, helping me to understand my world.
- Singing, playing music, listening to music and playing along to music of different styles and cultures. Using my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. Musical notation and performance directions. Using music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. Listening to a range of music and responding by discussing my thoughts and feelings.
- Creating and presenting work using the visual elements of line, shape, form, colour, tone, pattern and texture.
- Giving and accepting constructive comment on my own and others' work.
- Creating, choosing and accepting roles in drama, using movement, expression and voice. Presenting real and imaginary situations through drama. Using improvisation and scripts.
- Products and how to design these. How to reduce, reuse and recycle materials.
- Using software to help find, organise, manage and access information. How to access, retrieve and use information using computers. *Create, capture and use sounds, text and images on computers and other equipment.*
- The different jobs involved in running a business enterprise and understand the role each one plays in its success.
- Problem solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys.
- Preparing simple healthy foods and drinks. The journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
- Design challenges with a food or textile focus. Evaluating, adapting and improving work through trial and error or by using feedback. Exploring materials, tools and software to discover what they can do and how I can use them to help solve problems and construct 3D objects which may have moving parts. Estimating and measuring using appropriate instruments and units.



Useful websites to help parents with their children's learning

www.educationscotland.gov.uk/parentzone/index.asp Information about education in Scotland.

www.educationscotland.gov.uk/the-curriculum Information about the Scottish curriculum.

www.educationscotland.gov.uk/learningteachingandassessment Information about how children are assessed in schools.

www.bbc.co.uk/scotland/learning/?tab=primary BBC Scotland learning site.

www.bbc.co.uk/schools/websites/4_11/index.shtml BBC Scotland curriculum site.

www.parentnetworkscotland.org.uk/site/ Parent support Scotland.

www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp Information about how children with additional support needs can be supported.

www.ealedinburgh.org.uk Information for bilingual learners.

www.edinburgh.gov.uk/info/827/education_and_learning Support for parents in Edinburgh' schools.