

Primary 5b Newsletter – Term 3

Dear Parents/Carers,



Happy New Year! I hope you all had a good break over Christmas and New Year. We have a very busy term in term three, including the Scottish Opera visit. I hope this newsletter will give you an insight into what your child will be learning during term three. Please ensure your children come to school with a pencil, rubber, white board pen, ruler and a glue stick.

Learning during Term 3:

Literacy and English	<p><u>Writing</u> In this term your child will be continuing with <i>Talk for Writing</i>. We will be using this approach to explore a fiction <u>fantasy</u> text called 'Reilly'. We will focus on:</p> <ul style="list-style-type: none">• Using figurative language (imagery) to engage the reader, for example, similes, metaphors, alliteration and onomatopoeia.• Using appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.• Creating interesting characters through, for example, describing their feelings and actions, physical description and/or dialogue.• Using a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.• Creating plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending. <p><u>Reading</u> P5 continue with reading groups in term three. Please encourage your child to read their reading book and use <i>Bug Club</i> at home. We will be focusing on:</p> <ul style="list-style-type: none">• Continuing to choose reading materials at an appropriate level and building up the time that pupils can read by themselves.• Reading with fluency, understanding and expression using appropriate pace and tone.• Answering literal, inferential and evaluative questions about texts.• Applying a range of reading skills and strategies to read and understand texts, in particular, clarifying and summarising.• Making relevant comments about structure, characterisation and/or setting with reference to different texts. <p><u>Spelling</u> The spelling rules your child will cover this term are:</p> <ul style="list-style-type: none">• silent letters k, b, w• i before e rule• str and spr• Spelling strategies for learning common words and spelling rules will also be explored.
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<p>Numeracy and Maths</p>	<p>Your child will continue to consolidate the addition and subtraction strategies learned in term two.</p> <p>Your child will also continue working on multiplication and division strategies by learning to:</p> <ul style="list-style-type: none"> • Use counting strategies to multiply single digits by single digits, up to 10x10. • Multiply a multiple of ten by a single digit, e.g. 6x60. • Calculate multiples of 10 by multiples of 100, e.g. 40 x 300. • Multiply a 2-digit number by a single digit using the grid/split methods e.g. $56 \times 6 = (50 \times 6) + (6 \times 6) = 300 + 36 = 336$. • Mentally multiply a 2-digit number by 2, 3, 4 or 5. • Divide a 2-digit number by a single digit (including remainder). • Develop written strategies for multiplication and division. <p>Pupils will continue learning about measurement skills begun in term two, in particular:</p> <ul style="list-style-type: none"> • Using the common units of measure such as metres, centimetres, millimetres, kilograms, grams, millilitres and litres. • Converting between related units of the metric system and carrying out calculations when solving problems. • Explaining how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. <p>Your child will also be learning to use fractions and decimal fractions, in particular:</p> <ul style="list-style-type: none"> • Investigating the everyday contexts in which simple fractions or decimal fractions are used and carrying out the necessary calculations to solve related problems. • Beginning to work with decimal fractions as another way of recording fractions. • Comparing and ordering simple fractions and describing and recording simple equivalences orally, in writing and through practical enquiry. • Identifying where simple decimal fractions lie on a number line. <p>Finally, primary 5 pupils will be learning about time by learning to:</p> <ul style="list-style-type: none"> • Tell the time in minutes to and past using both analogue and digital clocks. • Convert between 12-hour and 24-hour time and use the 24 hour clock to show and read times.
<p>Health and Wellbeing</p>	<p>As well as continuing to promote Growth Mindset, this term's focus will be on: PATHS programme (Promoting Alternative thinking Skills):</p> <ul style="list-style-type: none"> • Focusing on maintaining positive friendships. • Continuing to be a Rights Respecting School and learning about children's rights. • Investigating different careers, occupations and ways of working. • Investigating food practices, hygiene and food labelling systems through food week at the end of term 3. <p>In P.E in term three your child will be learning about gymnastics.</p>
<p>Science</p>	<p>This term we will be focusing on 'vibration and waves' by learning about and researching soundwaves and the human ear. We will also cover 'Our Solar System' by investigating the solar system and using simple models to communicate understanding</p>

	of size, scale, time and relative motion within it. Primary 5 will also learn about forces through our STEM Topic – The Erskine Bridge.
IDL	This term we will be exploring the topic of ‘ The Erskine Bridge ’ through literacy, art, technology, history and geography (Interdisciplinary learning). <i>This will be our STEM topic for the year – focusing particularly on the curricular areas of science, technologies, engineering and mathematics.</i>
Modern Languages	This term, pupils will be introduced to learning Spanish. Topics will include: Introduction to Spain, Greetings, Introducing Myself, Numbers 1-100 and Weather.

P.E.

Our P.E. days are still a Monday and a Tuesday. Please continue to ensure that your child brings a **named** gym kit consisting of a white T-shirt, black shorts and appropriate gym shoes on these days. Girls with long hair should have their hair tied back and should bring socks for P.E. if they are wearing tights on a gym day. Please encourage your child to leave jewellery at home on gym days, as it cannot be worn during P.E.

Growth Mindset

We continue to develop a Growth Mindset and further improving our learning culture in Baljaffray. Your support in this development is crucial to our work. You may find the following questions useful when discussing your child’s learning with them.

1. What did you learn today that surprised you?
2. Did you make any good mistakes today?
3. How did you learn from them?
4. What did you do today that made your brain grow?
5. How did you help someone else stretch their brain power?

A crucial component of the learning culture in our classrooms is to continually talk with pupils about how the brain grows, how we can grow our abilities by practising and through input and of being able to learn from one another and so tapping into all our different strengths.

We continue to emphasise the words “time”, “effort” and “practice” as the keys to success. Please support us by using them to encourage your child. “Yet” is another helpful word! If you hear your child saying “I’m no good at.....” just add the word “yet” to the end of the sentence to promote a growth mindset.

Recognition Board and Promoting Positive Behaviour

Primary 5 will be continuing to use the recognition board in class to promote positive interdependence in the classroom. We will also continue to send home positive postcards and recognize pupils through Hot Chocolate Friday for over and above behaviour.

Homework

As with term 2, homework will only be given to your child if they need extra consolidation of a concept we have learned in class. If your child has been given homework, I will communicate this with you via a letter home or a phone call. Please check your child's purple **notes** jotter as this is where they will write homework if they have it.

If you have any questions or queries, please do not hesitate to contact me.

Kind regards,

Mrs Jenkins

