

St Mary's Primary School

Enhanced Resource Base

Rannoch Class

Learning Leaflet Term 3

Rannoch Class consists of four pupils principally supported by three adults.

Ms Robertson is the Class Teacher on Monday and Tuesday and Miss Hudson is the Class Teacher on Wednesday, Thursday and Friday, working principally with Advanced Pupil Support Worker (APSW) Miss Morrison.

Learning is planned for the pupils through four contexts:

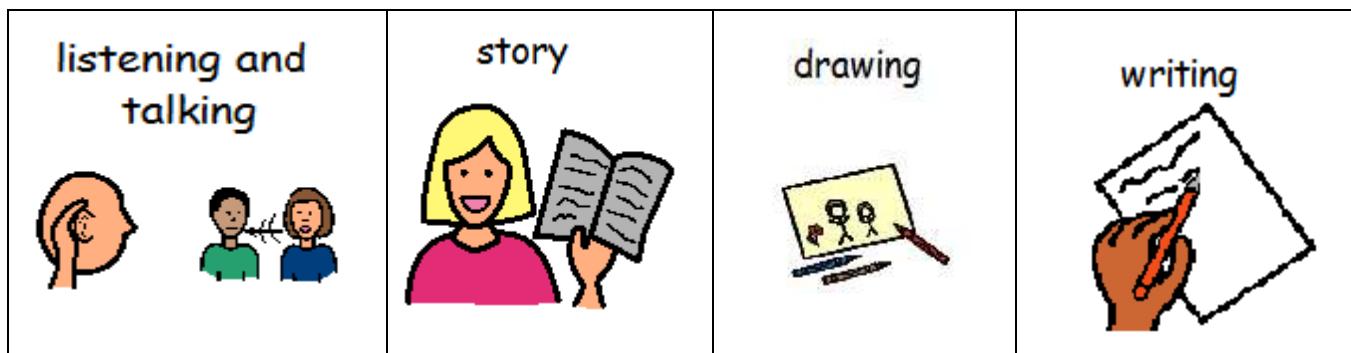
Curriculum Areas and Subjects, Interdisciplinary Learning, Life and Ethos of the School and Opportunities for Wider Achievements.

Visuals and Timetables

Dependent on each pupil's stage of communication, a timetable will be used to structure the day to provide security in their routine and support transitions from one activity to the next. Real objects, for example a plate to signify snack, usually start this process accompanied by hearing song signifiers. Pupils will then move on to a simple 'First and Then' version, using photo cards of objects or places, when ready. This progresses eventually, as their understanding develops, to a strip version of the morning or afternoon plan, using colour then black and white symbols. These can help our pupils to see what is happening in pictures; taking the pressure off verbal language skills and allowing more time to process the information. Visual supports help them to manage situations better when dealing with change by reducing their anxiety.

Literacy, Numeracy, in addition to Health and Wellbeing and Interdisciplinary Learning (IDL) are prioritised as well as skills-based learning opportunities that identify and support emerging and developing skills during this term. This will provide opportunities for practice through play in fine and gross motor skills, sensory and technology provision.

Literacy and Communication



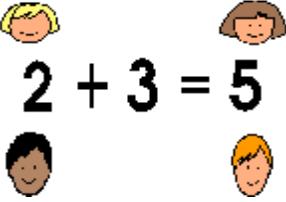
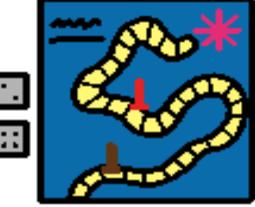
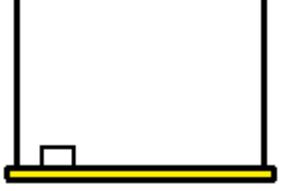
We will encourage development of fine motor and pre- and writing skills using a multi-sensory approach, both in use of digital tools and classroom resources. We encourage children to access support in using visual prompt, sign and gesture as well as spoken language. We support them through each stage at their own pace. As always, there is a focus on practising 'active' listening skills. For some pupils this will mean trying to join us at the teaching table

for brief periods and for others, responding to prompts to try to sit still or stay quiet, during listening time will be praised.

We will continue to match lowercase to capital letters and gently encourage the production of pure sounds alongside letter names. When ready, some pupils will identify start, middle and end sounds. There will be a focus on rhyming this term to build awareness of sound patterns within familiar words. Some pupils will be able to say (moving on to write) words with growing understanding that these are made of sequences of letter sounds.

We will practise holding a pencil and other media in mark-making. There will be frequent chances to recognise, trace, copy or write their own names; first or family names as appropriate. They will continue to be shown how to form letters correctly, repeated until mastered. Some children will be accessing books from the Read Write Inc. scheme. Keywords are introduced before they are met in books and repeated readings of texts will build fluency.

Maths and Numeracy

maths and numeracy group	games	smartboard	technology
 $2 + 3 = 5$			

During numeracy lessons and follow-up tasks your child, at an appropriate level to them, will engage with digital learning opportunities, structured use of concrete materials and visual resources. We will also encourage pupils to explore and order numbers, allowing them to build on their previous learning.

Before starting each activity, the children will engage with number songs using appropriate videos, practical sorting activities will be provided so that adults can model the associated vocabulary (before/after/in between) needed to work out the missing numeral on a number track, number-line or hundred square.

We will use pictorial representation and other models to demonstrate understanding of simple equivalence: wholes, halves and quarters in everyday situations. In our Beyond Number Mathematics, we will further explore the similarities between 2D and 3D shapes in the classroom and outside around us in the local environment. We will also explore patterns and sequences.

Interdisciplinary Learning (IDL)

RME	science	construction	topic
			

Educational experiences and outcomes will continue to have a developmental basis that is balanced with what is meaningful and relevant for individual pupils. We will cover a range of mini-topics that will provide opportunities for children to learn as they play.

The seasonal coverage of 'Winter' activities will provide opportunities to notice, experience or identify the three main states of water (ice, water and steam) and hear, begin to be aware or use the scientific vocabulary such as 'melting, freezing and boiling' to describe changes of state.

'Celebrations' will continue to be covered throughout the school session so this term will include New Year (incorporating Chinese New Year), Burns Day, Valentine's Day and St. Patrick's Day.

Expressive Arts

art	craft	painting	music
			

We will explore observations of everyday objects and record these from mark-making to drawing to boost fine motor skills development in preparation for pre-writing or improving writing skills. We will explore pattern and textures in decorating artwork related to the states of water: ice, snow and steam.

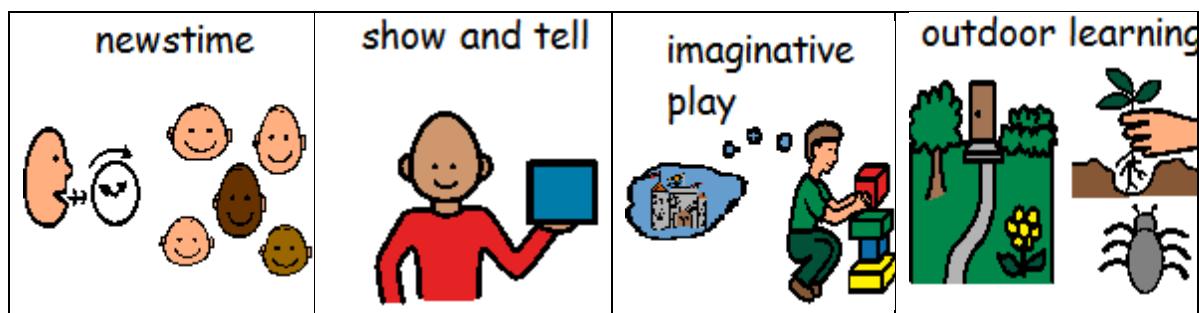
We will make and use simple musical instruments to play along to songs, to experience producing sounds and demonstrate how volume and tempo can be changed: high, low, loud, quiet, fast or slow.

We will continue to learn words and/ or actions to accompany favourite rhymes, simple poems or songs by copying an adult, or other pupils, in real life or on-screen.

We will have access to the school playground, Trim Trail, Outdoor Classroom and the back field so that we can play outdoors, whatever the weather.

If not already sent in, could you please provide a spare warm fleece or hooded sweatshirt for your child to wear as an extra layer when going outside to play in cold weather, or when windows are open for ventilation of indoor spaces. Please may we also have a pair of wellington boots for your child.

Wider Achievements



Any contact about what your child does at home is always exciting as it helps us feel connected with them and become more aware of their interests outside school. You are very welcome to send photographs or write any updates/news in your child's diary, to share with their peers in the class.

The following are other ways you can keep in touch:

School E-mail: wlstmaryspol-ps@westlothian.org.uk

School Website: <https://stmarysprimarypolbeth.westlothian.org.uk/>

School Blog: <https://blogs.glowscotland.org.uk/wl/stmaryspolbeth/>

Remember the School App for Parents; reminders will come directly to your mobile:

Primary School App Search PSA in Apple or Google Play App stores:

Username: stmps PIN: 1967