



Balgreen Primary School
171 Balgreen Road
Edinburgh
EH11 3AT

Headteacher: Mr Richard Napier
0131 337 6066

Term Ahead: Aug-Oct 2023 - Primary 4A and 4B

Dear Families,

Welcome Back! We hope you all had some fun and peace over the summer break, and managed to find a sunny spot! Your children have returned to school full of energy and we think they are feeling the fun learning vibe in our classroom already!

Thank you to those of you who have already supported us in making sure the children are here on time and ready for anything! We know what a juggle each day can be. Please come and say hello – we'd like to think we are very approachable and it's good to match children to their adults as soon as we can.

Below is a brief outline of our intended learning. An optional home learning grid is also being issued which has a variety of activities which complement the learning in the classroom. You will find updates on what we're up to on Twitter (or X as it is now known): check us out using #BalgreenP4a or #BalgreenP4b. If you have any queries or concerns, please do not hesitate to contact us through the school office.

Jo Murray, Catherine Hinchcliffe and Rachel Wyllie (Class Teachers)

Literacy and English	Numeracy and Mathematics
<p>Reading: fostering a love of reading; reading independently for sustained periods; skimming and scanning text to find a piece of information or word; asking and answering questions about texts.</p> <p>Writing: instructions – layout, sequencing words, details to help the reader; poetry – similes, clerihow and diamante poems</p> <p>Spelling, Grammar, Punctuation: revision of phonics and some sounds from P3, basic sentence punctuation (capitals and full stops at least) for accuracy and meaning; verbs, adjectives, time connectives</p> <p>At home: Daily reading continues to have a huge impact on children's learning – please ask if you need books! We cover new spellings each week – each child is in a colour group and should know which one! NB spelling words may alter as needed.</p>	<p>Number: securing and extending understanding of place value (specifically 3-digit and 4-digit numbers and what each digit represents); the importance of zero; different ways of representing and taking numbers apart; mentally find 10 and 100 more or less; revision of 2, 5 and 10 times tables; beginning 3x and 4x tables; patterns in times tables and counting.</p> <p>Maths: position and direction, symmetry, angles and measure.</p> <p>Techniques/skills: sequencing when investigating numbers; providing proof by using another example.</p> <p>Visitors: three sessions of learning about money with from MyBnk https://www.mybnk.org/our-work/financial-education/money-twist-lower-ks2/</p>
Learning Across the Curriculum	Administration
<p>Our overarching learning this term, moving into next term, will be based on dragons! Through this we will be learning about: diversity and acceptance; living things; criteria for categorising animals, plants and other groups; design and materials including simple woodwork skills; painting skills; musical elements and songs.</p> <p>We will be reading a variety of books with a dragon theme, often these deal with many personal, social and moral issues which are relevant to us such as friendship; being different; fear; how families are made up and kindness.</p> <p>The Zones Of Regulation: helping us talk about and manage our feelings – sheet attached.</p> <p>Over the year we expect to complete our silver standard RSPB Wild Challenge Award.</p>	<p><u>P.E. with Mr Murray:</u> P4A Friday. P4B Wednesday. Kit must be worn to school, including jumper and trainers/gym shoes.</p> <p><u>Outdoor Learning:</u> P4A Tuesday. P4B Monday. Wellies would be helpful and can be changed into. Spare socks are a good idea too!</p> <p><u>Additional Support for Learning in Literacy:</u> three mornings a week with Mrs Anderson</p> <p><u>Dress for Anything!</u> We often learn and play outdoors throughout the week. Please make sure a waterproof coat is available each day as rain does not stop us going out.</p> <p><u>Pencil cases:</u> many children want to bring in their own stationery. We welcome this as it supports children taking responsibility for and valuing possessions. One pencil case each of a reasonable size, please! We will encourage them to bring it home each day.</p>





The Zones of Regulation programme teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on to self-regulation and navigating social situations.

Here are some skills taught during The Zones of Regulation:

- Identifying your emotions by categorizing feelings into four zones (more on this below)
- Self-regulation: Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- Identifying triggers: Learning what makes you “tick” and why
- Coping strategies: Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- Size of the problem: Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- Expected behaviour vs unexpected behaviour: This also covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you.

It is important to note that the yellow and red zones are not ‘bad’ or ‘naughty’ as all zones will be entered at some point or other by everyone. Use of The Zones is intended to be neutral and come without judgement.

The **Zones** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Aug 21	Aug 28	Sept 4	Sept 11	Sept 18	Sept 25	Oct 2
shop shell shot show ship she short	rash dish rush fish wish cash dash	thick thin this then the thank think	path bath with moth cloth both bath	chips chick chop chill chat chin check	much rich bench bunch lunch pinch torch	revision sh th ch
ck or k short vowel	K for long vowel	all	nk	ee	ea	y as ee
back stuck drink thanks pick link shock	beak look looked cakes make like snake	wall ball small call called fall tall	sink pink drank think bunk tank blink	week peek leek green sleep asleep creep	weak sneak leak team dream cream please	happy very tricky sticky body baby sunny
smack clock stink tucked speck dark shark	flake stroking baked squeaky croak speaking weekly	taller smaller stall hall football meatball birdcall	brink shrink thinking wink blank chunk trunk	queen bleeding cheeky screen agree speech freeze	cheat least teach reach leave heal deal	lonely angry duty empty every really family
knickers pocket flicked thinking hammock haddock darkness	streak peeking disliked joking motorbike spookily choked	install waterfall appalled appalling eyeball squall bookstall	rethink wrinkle yank dunked blanket pranked swanky	breeze squeeze fourteen eighteen refugee committee coffee	breathe really decrease repeat disease beneath revealed	everybody hungry memory particularly injury especially apology

Research

Find out about a favourite animal. Can you make a list of 10 key facts. Draw and label the animal. Will it be a mammal, a bird, a fish, a reptile or an amphibian?

Making

Make a dragon from junk and bring it into school to show. Be ready to explain all the elements of your design. Can you challenge yourself to include a moving part?

Poetry

Create a word bank of amazing adjectives and verbs that will help you with writing about dragons and magical beasts. Think about what dragons look like and how they move.

Imagine

Imagine you are George from our books by MP Robertson. Try writing about an adventure you and the dragon have. Act it out first! Include lots of adjectives to describe what you do, think and see.



Handwriting

Use lined paper and practise getting your handwriting the correct size. Your lower case letters should take up half the line space. We do not write in capital letters. Why not copy out the lyrics to a song!

Symmetry

Hunt for things that have symmetry. See if you can find things with more than one line of symmetry. Take some photos and send them to your teacher or cut pictures out of magazines and draw the lines of symmetry on them.

Spelling

Practise the words on the spelling planner Write them out and practise your handwriting at the same time! Stick them up in your house to help you remember. Get someone to test you!

Times Tables

Use this link to practise your times tables. This term we are focusing on 3 and 4 times tables.

<https://www.topmarks.co.uk/maths-games/daily10>

Map Making

This term we are looking at angles and compass directions. Draw a route to school map and create a set of directions using your compass knowledge.

French

Practise saying your numbers to 20. If you know them already maybe you could challenge yourself by learning how to write them too!

<https://video.link/w/W3gOd>

Dinner Time!

Get involved with the family meal. You could: help prepare some food, set the table, plan the menu, go shopping with a list. Write a set of instructions how you made the meal.

Reading

Try to read for a few minutes or more every day. Find a cosy place with no distractions. If you would like to borrow a book then please ask your teacher.

Numbers

Read 3 and 4-digit numbers wherever you see them. Tell someone the value of each digit eg in 3067 the 6 isn't just 6 it's 6 tens or 60! Explain how important zero is.

Design

Design a new team game that we could play at outdoor learning or in our brain breaks. Create a set of instructions and be prepared to explain it to the class.

