

PRIMARY 5 CURRICULUM EVENING

Thursday 20th August 2026



SCIENNES PRIMARY SCHOOL IMPROVEMENT

INFORMATION FOR FAMILIES AUGUST 2026

MS MCGHEE

<https://vimeo.com/1219334023?fl=pl&fe=sh>



OVERVIEW

- MEET THE TEAM
- OUR SCHOOL
- WHAT DOES PRIMARY 5 LOOK LIKE?
- LEARNING AND TEACHING
- LITERACY
- NUMERACY
- HWB
- IDL
- CONNECTING WITH FAMILIES
- ADDITIONAL INFORMATION
- RESPONSIBLE USE

Ms Dodds
(She/her)



Ms Gaffney
(She/her)



Mrs Maguire
(She/her)



Mrs Akram
(She/her)



Ms Gallagher
(She/her)



MEET THE TEAM

Mrs Stove
(She/her)



Mrs Mitchell
(She/her)



Mr Kyriazopoulos
(He/him)



Ms Farrugia
(She/her)



Mrs Crawford
(She/her)



Ms Gilhooly
(She/her)



GIRFEC Coffee Morning

3rd September 2026

9am – 9.45am

*Come along to meet
Ms Mackintosh and Ms Gilhooly to find out
how they can help families to access
additional support for their child,
particularly when unmet needs are
impacting on family life at home.*



P1 – P4
Monday - Thursday



P5 – P7
Tuesday - Thursday

There are 2 Support for Learning Teachers who work as part of the *Getting it Right for Every Child* (GIRFEC) team.

OUR
SCHOOL

Believe Achieve

Respect

Inclusion

Teamwork

Effort



WHAT DOES PRIMARY 5 LOOK LIKE?

- Opportunities for leadership (Digital Leaders, Eco Reps, Equality Advisors and Pupil Council)
- Pupils have an increased say in what they learn, how they learn and how they share their learning
- Building cooperative skills (year group mixing)
- Developing technology skills (iPads)
- Enterprise
- Scottish Opera





LEARNING & TEACHING

Skills from first level are reviewed and extended.

Primary 5 is the beginning of Second Level and the style of teaching and learning places more of an emphasis on learner participation and independence.

Differentiation of expectations of learners and tasks.

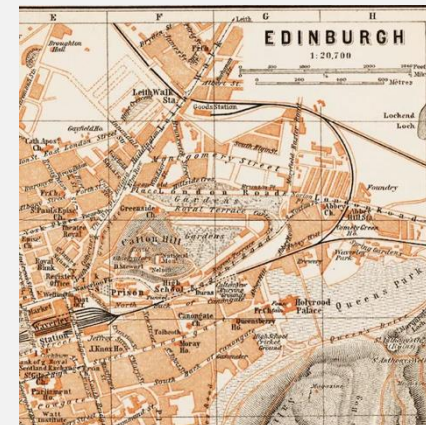
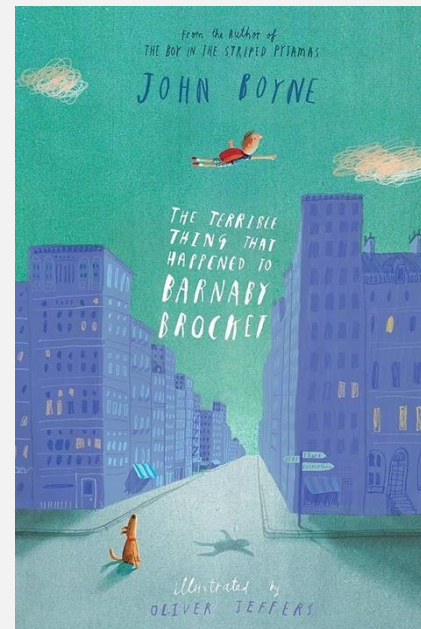
LITERACY – LISTENING AND TALKING (ORACY)

- talking in groups
- presenting
- reflecting
- regularly listening to and watching different texts



LITERACY - READING

- enjoyment
- encourage reading
- different sources of information
- critical literacy skills
- information gathering
- comprehension



WRITING

- writing for different purposes
- studying writers' craft
- using editing tools
- **Wraparound Spelling Programme, Highland Literacy**
- handwriting progression



back chat trap stamp park path gang	backed chatted traps stamped parked paths gangs	backing chatting trapped stamping parking pathway gangplank	backbreaking chatterer trapezoidal stampede carpark footpath ganged	background chatroom trapping unstamped parklands pathfinders gangsters	backstabbing chatterbox mousetraps handstamp playparks sympathetic pressganged
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NUMERACY AND MATHS

- encourage an enjoyment and appreciation of number and a positive experience of maths and numeracy.
- work towards a secure understanding of the number system.
- build and apply a range of strategies
- use the four operations, rounding, partitioning, ordering, finding a fraction, investigate factors and multiples and many more!

WHITE ROSE MATHS

- whole school approach
- built upon research
- concepts build upon previous knowledge
- uses a **PACE** model – (Practise, Apply, Correct, Extend) building secure knowledge and deeper understanding



HEALTH AND WELLBEING

- Mental, Social & Emotional Wellbeing
- Emotion Talks
- Zones of Regulation
- Physical Education – Specialists
- Food and Nutrition
- RSHP (Relationships, Sexual Health and Parenthood) - whole school progression

 what happened? thoughts	 How did it feel in my body? body awareness	 emotion word _____	 what I did to show it behaviour	 How did it feel? regulation

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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HEALTH AND WELLBEING



SECOND LEVEL

- **RSHP**

To begin

My body

Friends and friendships

A fair and equal life for girls and boys

My senses: things I like, things I don't like

Consent

Social media/popular culture

Protecting me/Abuse and relationships



INTERDISCIPLINARY LEARNING

- **All IDL topics are planned collaboratively with the children to encourage learner responsibility and choice. This year we plan to cover:**
- **Local History/Old Edinburgh**
- **Enterprise**
- **Scotland as part of Scots Week in January**
- **Sustainability**
- **Endangered Earth/Rainforest**

CONNECTING
WITH
FAMILIES

- Visit the classroom
- Learning Letters
- Home Learning
- Pupil Progress Meetings
- Class Reps
- Open Mornings
- Scottish Opera
- Reporting
- Winter Fair
- Sports Day

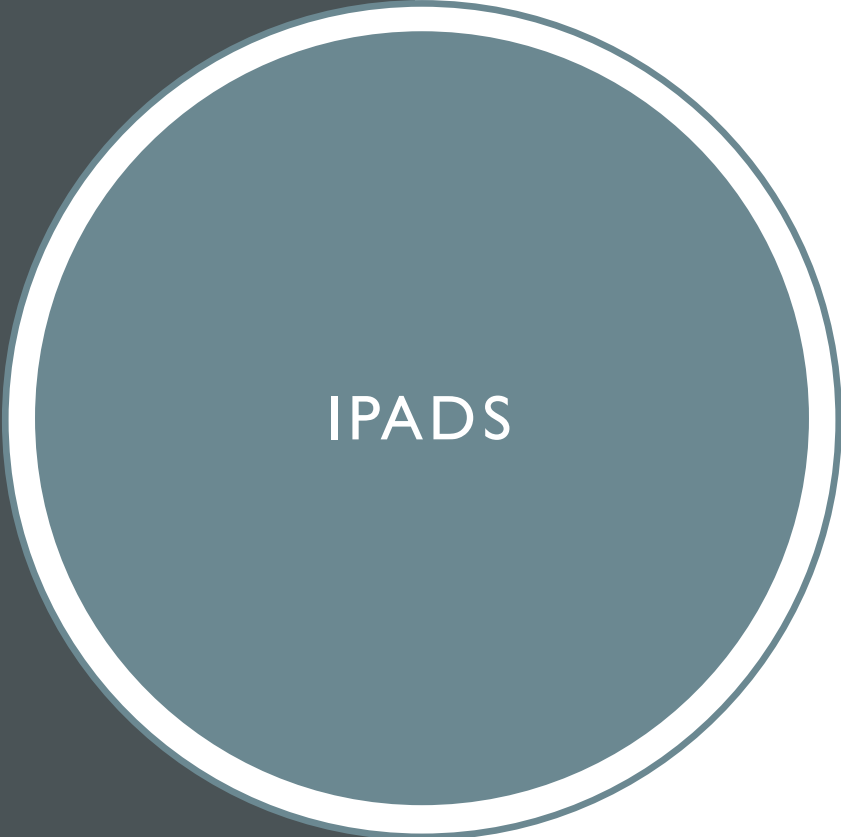


ADDITIONAL INFORMATION

- **Please label ALL items**, especially polo shirts and hoodies as these are frequently mixed up or misplaced.
- **Outdoor clothing** - Pupils should come to school with a waterproof jacket (with a hood) daily and suitable shoes, to be appropriately dressed for all weather conditions. Thank you.
- **Water bottle** – daily.
- **PE Kit** – shorts/leggings/joggers, change of t-shirt and trainers. P.E kits should be kept at school, with them to be sent home before holidays.

Contact Us:

- admin@sciennes.edin.sch.uk
- Ms Lucy Gallagher (Depute Head) looks after P5 to P7 pupils
- Contact: lucy.gallagher@sciennes.edin.sch.uk



IPADS

- Our approach to digital learning is about using technology purposefully to support learning and teaching. iPads are a tool for learning, alongside the many other resources and approaches used in classrooms. We will also explicitly teach the City of Edinburgh Council Digital Literacy progression, ensuring children develop the skills and knowledge they need to use technology effectively, safely and responsibly.
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- **Access to iPads across the school:**
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- **P1–P4:** Shared sets of iPads are available for use in classrooms when they support learning.
- **P5:** Each child has access to an individual iPad in school, but these devices remain in school.
- **P6–P7:** Children have 1:1 Empowered Learning iPads, which are used both in school and at home to support learning.
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- The key message for families is that we are not using technology for the sake of using technology. Teachers will choose digital tools where they add value to learning, while continuing to develop children's wider digital literacy and confidence.

HOME LEARNING

After consulting with the learning community, pupils, families and staff, we have agreed the following:

Home Learning WILL

- Be issued weekly (Tuesday – Monday)
- One page PDF
- Emailed
- Reviewed and shared in class

Home Learning will NOT

- Be mandatory
- Be marked
- Be worksheets

It will include

- Spelling
 - Reading
 - Mental Agility (Maths)
 - HWB/ Other areas of relevance
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- Jotters can be sent home if helpful



RESPONSIBLE USE

- **The iPad will assist and enhance learning at school in the following ways:**
 1. Preparing learners for success in our rapidly evolving digital world.
 2. Developing learning, thinking and digital literacy skills vital for success in our technology rich society.
 3. Providing access to up-to-date, authentic information from a huge variety of sources
 4. Enabling increased family involvement in the learning process.

- <https://www.saferinternet.org.uk/>
- <https://www.thinkuknow.co.uk/>

Sciennes Curriculum Evening

