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## **Newsletter 6 2017-18**

Friday 2nd February 2018

Dear Parents, Carers and Friends of Monymusk School,

It has been brought to my attention that people are not aware of the car parking guidelines issued by Aberdeenshire Council. The main point is that reverse parking is required at all Aberdeenshire Council properties and this includes Monymusk School. Due to the shape of our car park, we also have additional guidelines to make sure parking is as safe as it can be. When you enter the car park, please drive slowly as it can get very congested. All parents and visitors entering the playground must use the side gate (by the field), not the central gate used by the buses. Please also use the pavement around the car park and not cut across, as small children might not be seen by cars. The school roll has increased over the years and this means the car park is busier than it used to be, which makes it even more important to use it safely. Please see the diagram at the end of this newsletter for clarification.

We look forward to seeing a good turnout of parents and friends of the school on Wednesday, 21<sup>st</sup> February. The Monymusk School Parent Council invite you to come a little early to the parent/community Restorative Practice evening to learn more about the role of the Parent Council, which is why the evening will now begin at 6:45pm. After the introduction, Natasha Robinson, our Educational Psychologist will lead the main focus of the evening, where you will have an opportunity to learn more about our approach to encouraging positive behaviour. At the end of the evening there will be a brief Parent Council meeting to give an idea of a typical agenda.

Thank you to the people who have responded to the request for parents and possibly members of the community to support us in two different events linked to 'Developing the Young Workforce'. We need people from different trades and professions to share their knowledge and experiences with our pupils. It would be good to have a few more volunteers to share their experiences in the workplace so please feel free to still contact the school. MCMEDS (Monymusk, Cluny, Midmar, Echt, Dunecht and Skene) schools are planning a P7 transition event in March and Monymusk School would like to hold a similar event in term four for P4-7. If you have any questions please contact me (Gillian Watt) at school during school hours.

There will another opportunity to learn more about what your children are learning on Tuesday 6<sup>th</sup> March, when there will be an introduction to PawsB training for parents/carers. This is an introduction to Mindfulness, which includes the science and history of where it originated and how it is now being applied. See the diary for times etc.

Regards  
Gillian Watt  
Head Teacher

### **Class notes for P1,2,3.**

Our topic this term is 'Electricity, Waves and Forces. We will begin by exploring what electricity is and how it makes things work. We will investigate what types of energy we can get from different electrical products and how we get electricity in our homes. We will explore simple electrical circuits and take part in practical science activities that will develop our understanding of electricity. After mid-term we will move on to investigate the link between vibrations and sound through practical experiments. We will complete the term by exploring what is meant by a force and how it can change the shape or motion of an object.

In writing this term, our focus is on writing instructions and reports. We continue to develop our use of capital letters and full stops, connectives and openers and are beginning to extend our knowledge and understanding of nouns, verbs and adjectives.

In phonics and reading, we will continue to use a variety of active literacy methods to investigate sounds, letter patterns and commonly used words.

In maths this term, our focus in Beyond Number will be .....

In number we will begin to explore time in the following ways:-

- discuss why it is an important part of our lives.
- talk about days, months and seasons and relate this to how they are shown on different calendars.
- estimate and measure how long it will take to do something using non-standard and standard units.
- begin to develop a sense of how long a second, minute or hour lasts.
- tell the time on digital and analogue clocks.

After the mid-term break our focus will be addition and subtraction where we will be developing our knowledge and understanding of addition and subtraction bonds. We will continue to extend our ability in solving different problems, making best use of mental strategies.

In the first half of the term P1,2,3 are learning about Information Handling and its importance in day to day life. We are using different diagrams and using information from across the curriculum (French, Health & Wellbeing and Maths). In the second half of the term we will be learning more about measure, again using the whole curriculum to make it relevant to the pupils.

In French this term we are learning the vocabulary linked to colour (couleurs). This includes listening to stories, singing songs and playing games.

In Health and Wellbeing our focus is preparing and eating different types of food in different places. We also continue to use the resource 'Bounce Back' which will focus on 'Being Friendly', 'We can think differently', 'Including Others', 'Respect' and 'Smiling is Contagious'.

Health & Wellbeing, French, Maths and Literacy will form the basis of all our Outdoor Learning sessions on Monday afternoons.

In Music we will be singing and playing glockenspiels using the online resource, Charanga. The pupils all have logins for Charanga. If you do not have the details please ask and I will send them out again.

## **Class notes for P4,5**

### **Sciences and Modern Languages**

With a focus on STEM this term, P4,5's topic is Electricity. Learning about this topic is inter-disciplinary, crossing into different curricular areas. Some of the activities include comparing more traditional forms of energy with cleaner forms (such as learning about the hydro plant in Aberdeen and pupils sharing information about living in houses with solar panels). This is linked to making Global Goals posters as part of HWB and Literacy. Pupils will also research books to create factfiles to share. Other activities will include understanding French instructions for a "magic balloon" experiment, leading to discussions about friction, electrical charge, attraction and atoms; use of videos and online quizzes to learn about where electricity comes from; designing experiments using circuits; researching pylons in different countries and investigating the current debate in Monymusk about pylons; and finding out how electric cars work. Some of the above will run alongside French lessons which will support pupils to read and understand in French the instructions for the experiments we have done already in English.

### **Maths**

Other STEM related activities include further developing understanding about multiplication and division for all groups; and fractions, decimals and percentages for Diamonds and AA\*s groups. Pupils will continue to engage with online games, board games, real life problem solving, number talks and other activities.

## **Health and Wellbeing / Religious and Moral Education**

As part of Health and Wellbeing, we will continue to share pupil achievement across the curriculum. "The Wall" is a display for anything pupils feel is special to them from home. Recent additions include photographs of family members and pets, drawings and poems. Pupils will also continue to display reading tasks they are proud of on the Reflective Reading wall. If pupils have researched a topic of interest at home or at school during Silent Study, these efforts are shared and put on display. If an area is not suitable for the item, we make an area! We like our wall displays to be meaningful "working documents" to help pupils, and pupils are encouraged to refer to them as they learn e.g. times tables posters, rights, Blooming Orange for skills, feelings chart...If pupils make models during construction team tasks these are shared and, where possible, kept on display for a while too.

Each term pupils are encouraged to think about what they achieved the previous term (they can use what they have put in their learning logs to support this – see below) and use this to decide what should be the focus for next term. Pupils have decided they should have 2 targets for school and one for home. This term pupils will create green "leaves" to represent the shoots of spring, to hang on the target tree in classroom. This term's targets will also be linked to New Year resolutions, Global Goals and Courage (see below) to make changes.

As mentioned above, each week pupils will discuss some of the things they feel they have learned in literacy, numeracy, HWB, other curricular areas and at home as a class, linked to the Blooming Orange on display, which highlights skills. Pupils choose three or their own to upload in their own learning logs using the Book Creator programme on iPads, inserting text, photos or videos to record the information.

In term 1 pupils chose United Nations articles from the Convention on the Rights of the Child which they feel are important to the class. They re-worded them and used them to form the basis of our class charter. Last term pupils started to engage with the Unicef Launchpad online resource to learn about rights. They focused on Articles 12 and 14, linked to having the right to express their views and to have freedom of religious beliefs. Throughout the rest of this session, pupils will use the Launchpad to learn more about their chosen Articles:24,28,30,31, linked to having the right to health care, education, relax and play, and inclusion.

We are also using a resource called Treasure Champs for Health and Wellbeing. Each episode is a 15 minute programme which teaches religious stories and morals. The following themes will be covered: Courage linked to the Bible story Daniel and the lions; Teamwork linked to a Hindu story; Hard work based on an Aesop's fable; Loyalty based on a Buddhist story of a loyal bird in the story The Steadfast Parrot; Adventurousness based on the story of Moses crossing the Red Sea and Sharing based on the Bible story of the feeding of the 5,000. After each episode pupils will engage in follow-up activities which will include poetry, writing, drawing or drama. The Teamwork theme will also be presented to the rest of the school as part of an assembly written by the class, based on a Hindu tale.

Every day we will endeavour to walk a mile around the school just before lunch. Other PE will include yoga for part of the term and PE with specialist Mr Mayo.

Bounceback is a mental health resource being used across the Alford cluster. In Term 1 P4,5 looked at various values through outdoor learning. In term 2 we looked at Fairness using the following ideas: Talking Treasure - Discussion about feelings and how recognising feelings is like having a box of treasure. Pupils made their own treasure chests to represent the feelings within. "Not Fair" – pupils thought about what is important to them and how they would feel if something happened to these things. The poem "Jack Frost"– Jack cannot make friends because he freezes everything. Pupils discussed solutions to support Jack Frost. The poem "Future Past" which described how climate change is affecting animals. Pupils discussed how it's not fair and what we could do to make a difference. Pupils then wrote imaginative animal stories as part of last term's Narrative Writing focus. This term, in conjunction with the Treasure Champs series above and in learning about Global Goals, our focus will be Courage. Pupils will engage in the following poems –"In The Dark", "Night Bombers", "The Sea", "Spring" and "Night Flying". Each poem will cover an important value along with courage and pupils can decide, as a class, how best to represent their feelings about the poems. Some writing lessons might also be linked to this, based on which way pupils want to take it.

Ms Watt will deliver weekly sessions on mindfulness using a resource called PawsB. The themes will be revisited throughout the week. All pupils will also take part in nurture groups, led by our Intervention and Prevention teachers. The focus for each group will vary. Themes will include friendship, dealing with emotions, building confidence and teamwork. We hope that nurture sessions will happen in Classroom 3, which is also our library area. We are developing the area to make it more nurture-based.

In the second half of the term P4-7 pupils will resume responsibilities over a number of pupil-led groups, supported by a member of staff. Pupils chose their preferred group earlier in the session and contribute to a range of positive changes across the school and community. The groups are Charity group / Playground Helpers / Rights Respecting Schools; Junior Safety Officers; Gardening group; and Digital Leaders.

In the second half of the term pupils will work with Mrs Mitchell and Mrs Hindes, our school cooks, to produce an international themed meal to replace a school dinner option for a day. Work around this will include learning about the food cultures of different countries, learning about what school dinners look like around the world and reminding ourselves about the Eat Well government recommendations for a healthy diet.

We are making sure to record all of the learning above in different ways as all are examples of what we have been doing and will continue to do to show that we are a Rights Respecting School (RRS). We are working towards our Gold award, following our success of achieving Silver at the end of last session. If you would like to know more, or to join our RRS committee, please contact Laura Journe.

### **Literacy: Reading**

Pupils will continue to receive a once weekly focus reading session with a school adult with a follow up task and reading to be completed independently on a different day, then checked during the next focus session.

The follow-up task will vary from tasks flagged up by pupils of interest based on the content of the book e.g. designing or researching; book reviews; Big Cat accompanying CD Roms or printed sheets; or reflective reading tasks (metacognition, visualisation, inference, metalinguistics, main ideas, summarising) based on Bloom's Taxonomy such as prediction, inference, design a new front cover...

Pupils will have 30-45 minutes of "Silent Study" time most days. During this time they will complete the above set reading tasks, unfinished tasks and can choose from a range of other activities including team tasks and crafts.

### **Spelling**

Pupils will be supported in different ways to learn common spelling rules. Some pupils will access the Nessy spelling and PAT spelling resources. Pupils will be introduced to sounds every few weeks, and the different ways the sounds can be spelled. Pupils can chose from a range of active strategies to support spelling.

### **Writing**

This term's focus writing genres are Report and Instructions. Much of this will evolve around the science topic of electricity and will include reports on circuits and instructions about how to carry out an experiment.

### **Poetry**

In addition to engaging with poems linked to Bounceback above, pupils will learn about Robert Burns. A poem for focus will be Tam O Shanter, which pupils will sequence and illustrate as a class. Pupils will also research online to learn about current affairs linked to Robert Burns including learning about new technology which has brought Burns' face to life.

### **Grammar and Punctuation:**

This term pupils will focus on some of the following parts of language: Adverbs, Commas, Syllables, Suffixes, Prefixes, Homophones, Dictionary and thesaurus work, Paragraphs, Colons and semi colons.

### **Technologies**

Mr Cahill will teach coding on Wednesdays.

## Class notes for P6,7

### **Literacy**

During reading we will continue to complete a variety of taskboard activities related to our books. The activities will include drama, comic strips, redesigning front covers, book reviews and many more. This term our writing genre is instructional writing. The children have already been thinking about when we would use instructions in our day to day lives. We have also been practising how we present and order a piece of instructional writing. The children will be creating recipes for their favourite savoury and sweet dishes. The plan being that some of these tasty meals will be cooked up during the term.

### **Numeracy**

In Numeracy we will continue to practise and improve our mental maths by completing daily maths sheets and also working through different Sumdog tests and games. The aim is to continue to improve the children's understanding of the 4 main operations. We will also be focusing on time and measure. The children will become more aware of the history and background to time and how the concept of time is different in a variety of cultures. They will also become more confident at converting 12 and 24 hour times and also be able to read and understand detailed timetables.

### **Topic**

In Topic we will be focusing on electricity. The children have been given the opportunity to select and suggest different topics within electricity that they would like to focus on. Most groups chose the history of electricity as being an interesting starting point. We have already created a timeline showing the different stages in the development of electricity and electrical inventions. We hope to look at how electric cars could be a way of saving our planet and also how electricity makes the journey from a windmill or power station to our houses.

### **Art/Design**

As always we will be completing different types of art work. We will complete focused lessons on the work of Andy Warhol. There will also be Art and Design activities based on electricity.

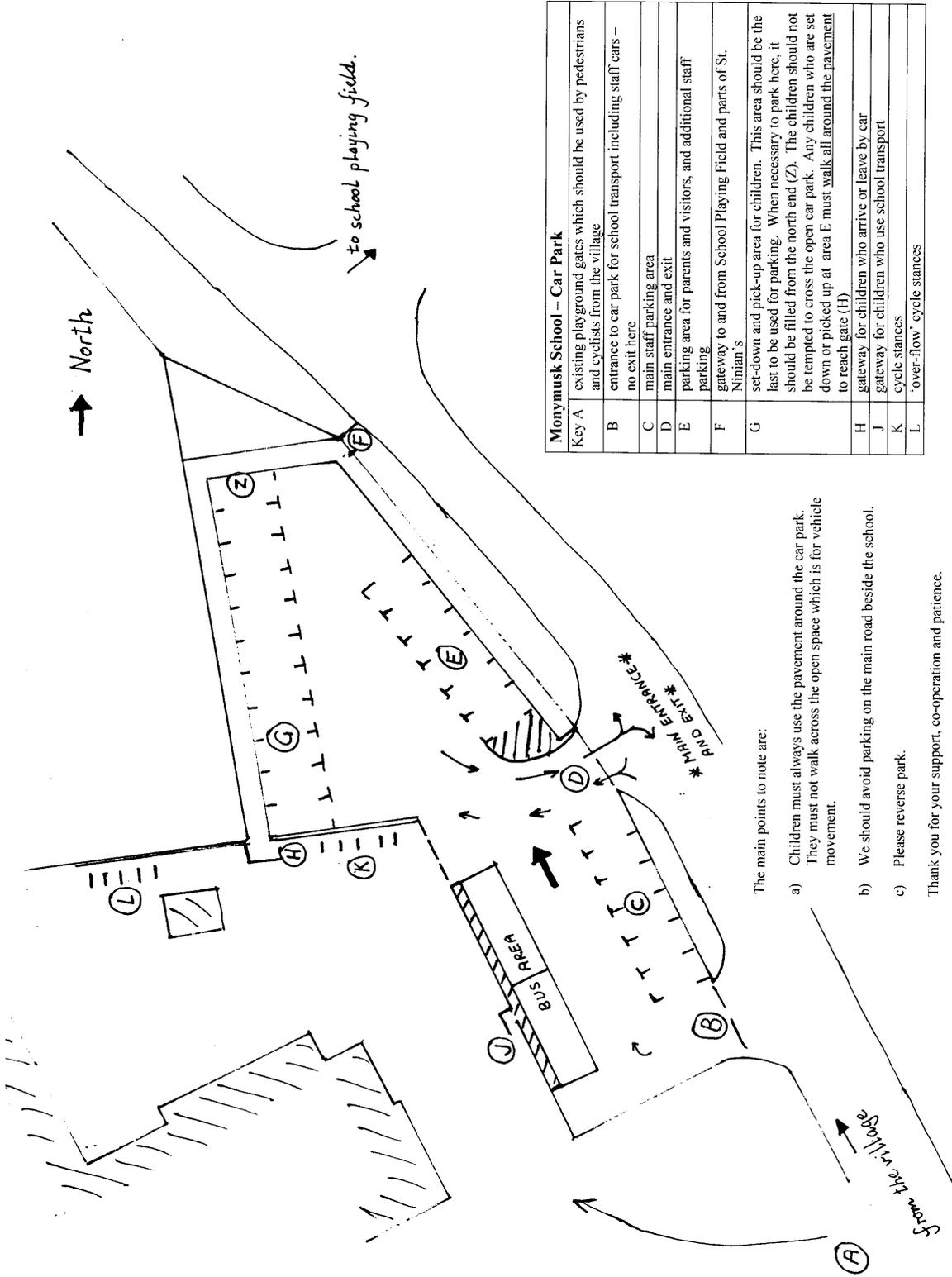
**Muddy Monymusketeers (Running):** We will re-start on Tuesday 6<sup>th</sup> March at 8am.

**Football & Netball:** The netball team had a successful tournament earlier this week and plan to enter more. Training will continue on a Thursday.

### **Dates for your Diary - Session 2017 – 2018**

<b>Friday 9<sup>th</sup> February 2018</b>	<b>Holiday</b>
<b>Monday 12<sup>th</sup> February 2018</b>	<b>Holiday</b>
<b>Tuesday 13<sup>th</sup> February 2018</b>	<b>In-service day 4 (school closed for pupils)</b>
<b>Wednesday 14<sup>th</sup> February 2018</b>	<b>In-service day 5 (school closed for pupils)</b>
Monday 19 <sup>th</sup> February 2018	Wellbeing Sessions start for P6,7 – 6 week block
Wednesday 21 <sup>st</sup> February 2018	Restorative Practice workshop for parents and carers 6:45 – 8:00pm
Thursday 1 <sup>st</sup> March 2018	P4-7 visit to Aberdeen Science Centre (details to follow)
Tuesday 6 <sup>th</sup> March 2018	8:00am Running Club starts 7:00-8:00pm Parents' and Carers' Information evening re PawsB
Friday 9 <sup>th</sup> March 2018	DYW (Developing the Young Workforce) transition event for P7
Thursday 15 <sup>th</sup> March 2018	Dental Inspections for P1 & P7 (details to follow)
Tuesday 20 <sup>th</sup> –	
Friday 23 <sup>rd</sup> March 2018	P6,7 residential trip to Loch Insh
Wednesday 28 <sup>th</sup> March 2018	Sharing Our Learning: Maths & Science 2:00–3:30pm and 6:00–7:30pm
Thursday 29 <sup>th</sup> March 2018	Church Service (to be confirmed)
<b>Thursday 29<sup>th</sup> March 2018</b>	<b>School closes</b>
<b>Monday 16<sup>th</sup> April 2018</b>	<b>School opens</b>
Friday 20 <sup>th</sup> April 2018	SSPCA Workshops for all classes
Tuesday 24 <sup>th</sup> April 2018	P7 visit to Alford Academy - Tree of Knowledge Workshop
Wednesday 2 <sup>nd</sup> May 2018	Induction 1 for new P1s 9:30 – 10:15am
<b>Monday 7<sup>th</sup> May 2018</b>	<b>Holiday</b>
Tuesday 15 <sup>th</sup> May	Police Liaison Officer visiting all classes Induction 2 for new P1s: Literacy & Numeracy walk 6:15 – 7:30pm





Monymusk School – Car Park	
Key A	existing playground gates which should be used by pedestrians and cyclists from the village
B	entrance to car park for school transport including staff cars – no exit here
C	main staff parking area
D	main entrance and exit
E	parking area for parents and visitors, and additional staff parking
F	gateway to and from School Playing Field and parts of St. Ninian's
G	set-down and pick-up area for children. This area should be the last to be used for parking. When necessary to park here, it should be filled from the north end (Z). The children should not be tempted to cross the open car park. Any children who are set down or picked up at area E must walk all around the pavement to reach gate (H)
H	gateway for children who arrive or leave by car
J	gateway for children who use school transport
K	cycle stances
L	'over-flow' cycle stances

- The main points to note are:
- Children must always use the pavement around the car park. They must not walk across the open space which is for vehicle movement.
  - We should avoid parking on the main road beside the school.
  - Please reverse park.
- Thank you for your support, co-operation and patience.