



Aviemore Primary School/ELC

Curriculum Rationale



Achieved through four contexts for learning:

- Interdisciplinary Learning
- Ethos and Life of the School
- Opportunities for Personal Achievement
- Curriculum Areas and Subjects



Aviemore Primary School

Curriculum Rationale

Interdisciplinary Learning

What we do

- Literacy/Numeracy/Health and Wellbeing is delivered across all areas of the curriculum.
- Contextualised Learning opportunities are provided and play based learning is promoted in the early years.
- Stage planning/collegiate working is encouraged and facilitated.
- Learning for Sustainability underpins our Interdisciplinary Learning and children are becoming aware of the Global Goals for Sustainable Development.
- Developing the Young Workforce (DYW) is a key theme
- STEM opportunities are promoted.
- Rights Respecting Schools underpins our learning and is shared with parents and the wider community.
- Enterprise opportunities are explored where possible.
- Outdoor Learning is used to facilitate and enhance learning experiences and we celebrate Outdoor Classroom Day annually.
- Cultural Diversity Day is celebrated annually.
- Assemblies are used to share learning.



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Ethos and Life of the School

What we do

- Our Vision, Values and Aims have been created by all stakeholders in our school community (18/19) and we continue to embed.
- Respect is a key value and we are a Gold accredited Rights Respecting School, all classes have class charters and each wing has a playground charter.
- We promote Learning for Sustainability and encourage children to respect their environment as well as each other. Our Eco committee takes the lead on this and has received a Green Flag. All classes in the school have been working towards developing the school garden.
- Celebrating success is done regularly through assemblies, certificates, postcards home and a wall display at the entrance to our school.
- Reflective Assemblies allow children to reflect on success within smaller groupings as well as being the main source of religious observation.
- All children belong to one of four house groups and attend weekly house meetings. Going 'over and above' earns dojo points for each house and the winning house has a treat at the end of each term. Each house also organises a charitable enterprise annually.
- The SHANARRI wellbeing indicators underpin everything we do. Children are aware of these and self-evaluate using the Wellbeing wheel.
- We forge strong links with the community including our neighbours HLH as well as the Community Council and local businesses. We make use of being in the Cairngorm National Park and all classes take part in Outdoor Learning experiences.
- Developing the Young Workforce is a key focus and development of skills underpins our curriculum.
- Emotional Literacy is important to us. Children complete emotional check-ins daily. We are working towards becoming a nurturing school. We have a Nurture room called the Bothy.
- We are an inclusive school and in particular focus on ensuring communication for all through augmented communication (PECS and PODD) as well as working towards becoming a Makaton Friendly School.



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Opportunities for Personal Achievement

What we do

Curricular experiences

- Enterprise projects.
- Performances every year.

Extra-curricular experiences

- Music Festival participation annually.
- School choir
- Sports teams - Running Club, Shinty
- We facilitate attendance at sporting competitions by authorising absence.
- P7 take part in a Snowsports programme annually.
- P7 take part in a Residential experience annually.
- Lunchtime 'Author's Club.'

Community

- Links with community - intergenerational learning, specialist agencies e.g RSPB, police.
- Outdoor Learning opportunities are maximised.
- We have links with our local church and Scripture Union group deliver Inside Out sessions.
- We share a building with Highlife Highland and forge links

What we do

Celebrating achievement

- We share success on Social Media
- We share Home Learning weekly.
- Our Achievement Board display celebrates achievement
- Dojos record achievements 'over and above.'
- Postcards home celebrate particularly special achievements.
- Star assemblies - certificates from CT/Peers/HCs/PSAs/SMT recognise achievement.
- Learning Profiles are shared in Open Events for parent/carers.
- We have an end of year Leavers' Assembly where trophies are awarded for special achievements.

Pupil Voice

- We have house captains and mini house captains in P7/P6 who lead each of the four house groups.
- We have pupil groups - Pupil Council, Aviemore Rights Champions, Junior Road Safety Officers and Eco Committee. Pupil Council self-evaluate using HGIOURS.



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Listening and Talking

What we do

- Children have opportunities for listening and talking activities every day.
- Children regularly take part in Learning Conversations with an adult.
- We use augmented communication such as PECs and PODD.
- We are working towards accreditation to become a Makaton Friendly School.
- Every class has a weekly Circle Time, daily in nursery. Each fortnight this is used to discuss the Right of the Fortnight.
- Children in P5-7 have the opportunity to prepare and deliver individual talks once a year.
- All classes take part in a class assembly each year.
- All children take part in a performance every year.
- Children have the opportunity to share their views and opinions through Pupil Groups: Rights Respecting Schools, Eco Committee, Junior Road Safety and Pupil Council.



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Reading

What we do

- We teach reading skills at least three times a week.
- Novel studies are used as a basis for interdisciplinary learning topics.
- We use Literacy Trackers on Excel spreadsheets to plan and track learning.
- We use Wraparound Phonics in P1/2 and Wraparound Spelling in P3-7.
- We use the principles of 'Emerging Literacy' and use the Phonological Awareness Screener in P1.
- All classes visit the adjoining library once a week as well as individual class libraries.
- A Book Fair visits school annually.
- We encourage reading for enjoyment through 'ERIC' (Everyone Reads in Class) time in class and listening to class novels.
- We celebrate reading through annual events 'World Book Day' and 'Roald Dahl Day' and author visits.
- We engage with the local book shop to support the celebration of the above events and author visits.
- P1 use only decodable books. Decodable books are available for children at all stages of school.
- Early years interest in reading is gained through story sacks in the nursery.
- We use initiatives such as 'Precision Teaching', 'Toe by Toe' and 'Speedy Readers' to support children with literacy challenges.
- We use non-fiction and fiction texts and a variety of media to engage learners.
- We are introducing the 8 key strategies of Reading Comprehension.



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Writing

What we do

- We write every day.
- We always have high expectations for spelling, grammar, punctuation and presentation.
- All lessons have learning intentions and success criteria. Children have the chance to construct these (through Talk for Writing toolkits.)
- We use the 'Talk for Writing' approach. Children *imitate, innovate and write independently*.
- Children have the opportunity to develop skills in planning and editing in their writing.
- We teach all genres of writing over the year.
- We make links between writing and other curricular areas, especially reading, listening/talking and topic learning.
- We assess one piece of writing each term, covering all genres over the course of the year. We assess using our Writing Rubric based on CfE benchmarks.
- Twice a year we have a whole school writing lesson where all children write a piece using the same stimulus. This is used for teacher moderation.
- We do writing 'warm-ups' regularly.
- Children have regular opportunities for free choice writing.
- Writing is celebrated on a classroom literacy display. Children are involved in choosing a 'Star Writer'
- We use Wraparound Phonics and Wraparound Spelling.
- We use Debbie Hepplewhite Handwriting (DH method and progression for letter formation, supplemented by Highland Council progression for joining. In P5/6/7 we reinforce learning linked to Wraparound Spelling patterns.) We use online typing games to support children's learning in word processing.
- We use Highland Council Grammar Progression.
- We track children's progress on Excel trackers stored on our Shared Drive, based on the benchmarks and Highland Council 'Steps to Success' document.
- We use technology to support learning e.g Chromebook apps such as Clicker 7.
- We have an Author's Lunchtime Club.



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Maths and Numeracy

What we do

- We teach maths/numeracy every day including one session a week on problem solving strategies. Four sessions are for an hour.
- We ensure that lessons have the opportunity for skills/knowledge to be applied in context. Maths is included in interdisciplinary learning opportunities.
- Early years maths learning is play based and supported by using loose parts and the outdoors as contexts for learning.
- We use Maths Trackers on Excel spreadsheets to plan and track learning.
- We have a variety of resources used to support learning in maths. We use concrete materials to support understanding of concepts, including Numicon. We use TeeJay resources to support learning in P1 and P4-7. We use SHM to support learning in P2-3. We use Heinemann Active Maths to support learning across the school. We may use Twinkl resources to support learning across the school.
- ICT resources are used to support maths learning including 'TT Rock Stars', 'Prodigy', 'Sumdog' and P7 pupils have access to 'Hegarty Maths' which is used in Kingussie High School.
- We use the Highland Numeracy Progression to support learning and teaching and Highland Numeracy Diagnostic Assessments.
- Children have daily learning opportunities to take part in mental maths activities which focus on the four operations and revisiting prior learning.
- We have a variety of resources available to support children with an identified additional support need in maths/numeracy including Power of 2 and ensure pace and challenge for children of high ability level. We may use PEF money to support the delivery of these initiatives.



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Health and Wellbeing

What we do

- All children receive the mandatory two hours of Physical Education every week.
- Health and Wellbeing topic (outwith P.E) may be taught discreetly or as part of interdisciplinary topics.
- HWB Progression Pathway
- SHANARRI wellbeing wheel used for learners to self-evaluate.
- All classes do a daily emotional check-in.
- We are a Nurturing School and have a Nurture base called 'The Bothy.'
- Emotional wellbeing/mental health is supported through Mind-up/Do-be mindful/Cosmic Kids and Yoga. Strategies are taught from resources such as 'Decider Skills', 'High 5' and 'Active Play'.
- Covid recovery has been supported by an additional teacher delivering 'Bounce Back' to P5-7 pupils.
- Seasons for Growth is used to support children who have experienced loss/change and in particular to support P7 transition.
- Resilient Kids is used in N4, P1, P3 and P7.
- Safe. Strong and Free is delivered to all N4 children.
- Some staff are trained to deliver Emotional Literacy inputs to children where a need is identified.
- Transitions are well planned and supported and enhanced transitions in place where needed.



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Social Studies/Science/Technology/RME

What we do

- Social Studies, Science, Technology and RME topics can be taught discreetly or as part of interdisciplinary contexts.
- Our Progression Pathways follow a three year cycle.
- 'Developing the Young Workforce' or DYW underpins our teaching in these subjects.
- We make links with businesses and organisations in our local community.
- We use Chromebooks to support learning in all classes and ELC. These are individually allocated in P6-7.
- We use Google Classroom to support learning.
- We regularly increase children's awareness of internet safety and how to be a responsible digital citizen.
- We introduce STEM subjects in the Early Years through STEM sacks in nursery.
- We make links with the STEM Hub at UHI.
- We work with staff at Kingussie High School and share resources.
- We link our teaching in these subjects to our Rights Respecting School initiative and class charters.
- Stage/reflective assemblies have a religious observance focus.



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Expressive Arts

What we do

- Expressive Arts includes Art, Drama, Music and Dance
- Expressive Arts topics can be taught discreetly or as part of interdisciplinary topics.
- Our Progression Pathway follows a three year cycle
- Children take part in a whole school Christmas Concert every second year and P1-4 take part in a performance every other year. P5-7 take part in Scottish Opera every other year.
- All children take part in a class assembly once a year (shared one year and individually the next.)
- We welcome visits from Expressive Arts organisations such as Scottish Ballet and Borealis Art and get the experience of being in an audience during visits from organisations such as Hopscotch and RNSO.
- Children are introduced to Music Tuition and can pay for lessons. Funding is available where appropriate.
- Kodaly tuition in P3.
- Feis Spe support learning in the upper school with tin whistle tuition, Gaelic singing and percussion.
- We have a school choir which children can audition to join.
- Children can take part in the Badenoch and Strathspey Music Festival annually.



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Modern Languages

What we do

- We follow the Scottish Government's 1+2 Modern Languages Policy.
- All children in P1-7 are taught French using the Power Language Schools as Language 2 (Language 2 may be English for some EAL children.)
- Children in P5-7 will be taught Spanish (P5 in session 2019/20, P5 and P6 in session 2020/21 and all from session 2021/22 onwards.) Children in P6/7 in 2019/20 and 2020/21 will experience topic based languages e.g Gaelic, Polish etc. Spanish is taught using Highland Council's MLPS planning/resources. Language 3 for children until 2019/20 was Mandarin linked to Confucius Hub at associated secondary school.
- We take opportunities to expose children to other languages in a variety of ways, for example celebrating the variety of heritage/culture in our classes and celebrating Scottish Heritage and Culture through partnerships with Feis Spe.
- CALA provide support for EAL children in nursery.
- EAL Profiles are completed annually to track language development and progress in EAL children.