

WELCOME TO P1!



Miss Byrne, Cathy and Laura.

September 2022

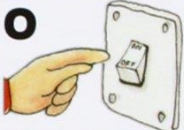
Curriculum

- (Structured) Play Based Learning
- Literacy
- Numeracy
- World Around Us
- Religion
- The Arts – Music, Drama, Art and Design
- Physical Education
- PDMU (Personal Development and Mutual Understanding)



Phonics



s 	a 	t 	i 	p 	n 	ck 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 

Blending and Tricky words



I can see the
_____.



Reading

Through modelled, shared and eventually guided reading sessions children will:

- **1 book per week- read in school on a Monday, returned on a Friday**
- Understand and use book terms.
- Listen to a range of stories, poems and non-fiction books read to them by adults.
- Sequence stories using appropriate language.
- Develop visual and auditory discrimination and memory.
- Select and browse through books.
- Develop concepts of print.
- Use word structure to develop reading.
- Recognise target words and sounds in books, blending.
- Begin to read with some independence.
- Begin to read and understand simple sentences



Numeracy

The main areas of Numeracy include work on
Number:

- Sorting, matching, patterns
- Count a variety of objects (one to one correspondence)
- Order numbers
- Before, after and between numbers
- Add and subtract numbers



1

The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.



2

The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3

The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

Homework

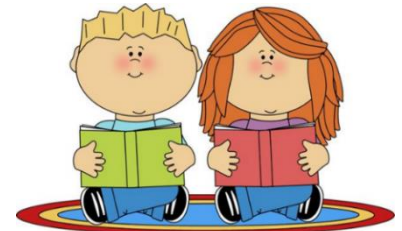
Written homework

- One literacy and one numeracy activity (supported)
- One reading book per week (reading record must be signed)
- Sounds and tricky words
- Spellings introduced later in the year
- Notifications via Seesaw



Online homework

- Education City
- Bug Club- 1 reading book per week
- Seesaw



P1 Homework

Week beginning 19/9/22



	✓
Practise sounds and tricky words (daily) <i>(only s this week)</i>	
Practise letter/number formation (daily) <i>(laminated sheet)</i>	
Literacy/Numeracy activity	
Education city homework	

Please bring homework folder back every FRIDAY.

Name: _____

Say it:



Sing it – (scan using your camera):



Listen to it – (scan using your camera):



Colour it:



- EDUCATION CITY
- BUG CLUB
- SEESAW

Assessment

- Assessment in Primary 1 is mainly observation based. **Evidence Me**
- Baseline assessment and end of half termly assessments (writing end of year piece)
- Adult observations are carried out with the children in an unobtrusive way and inform future planning.
- Children are made aware of their progress by receiving positive feedback and work together with their teacher to suggest ways to improve. Children will be aware of their own targets, will be encouraged to discuss their own next steps and supported to self assess their own work.
- Teachers assess pupils' cross curricular skills, thinking skills and personal capabilities, academic development, levels of concentration and involvement and emotional development.

Attendance

- Breakfast club available from 8am
- Children can be in the yard from 8.45am
- Lessons begin at 9:10am
- If your child is absent please send in a note

Beginning of year notes

- Full uniform Monday, Wednesday, Friday
- PE uniform Tuesday and Thursday
- Be sure to keep an eye on our school Facebook, Instagram, website for updates to school life!
- Feel free to message me on Seesaw if you have any questions.



Beginning of the Year Games

- <https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
- <https://www.topmarks.co.uk/learning-to-count/underwater-counting>
- <https://www.topmarks.co.uk/learning-to-count/ladybird-spots>
- <https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>
- Phonics with Felix on YouTube
- Focus on subitising



1-Minute Maths 4+

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Free

- Thank you for listening.

- Any questions?

