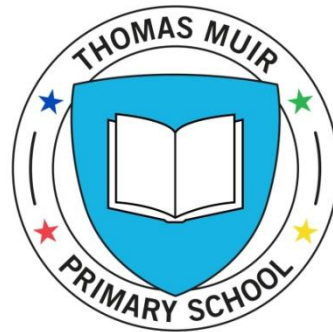
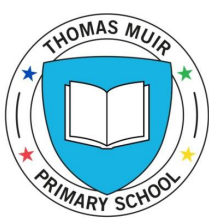
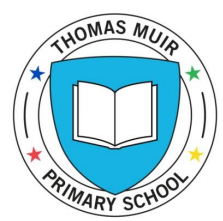


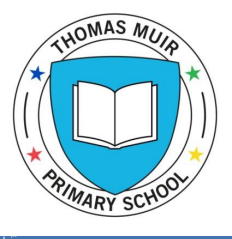
Primary 1 Curriculum: Information for Parents





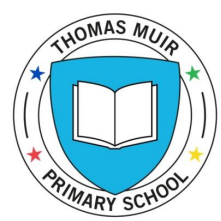
This document provides an overview of the following:

- Play based learning and the structure of your child's day
- Literacy in Primary 1
- Numeracy in Primary 1
- Home Learning in Primary 1

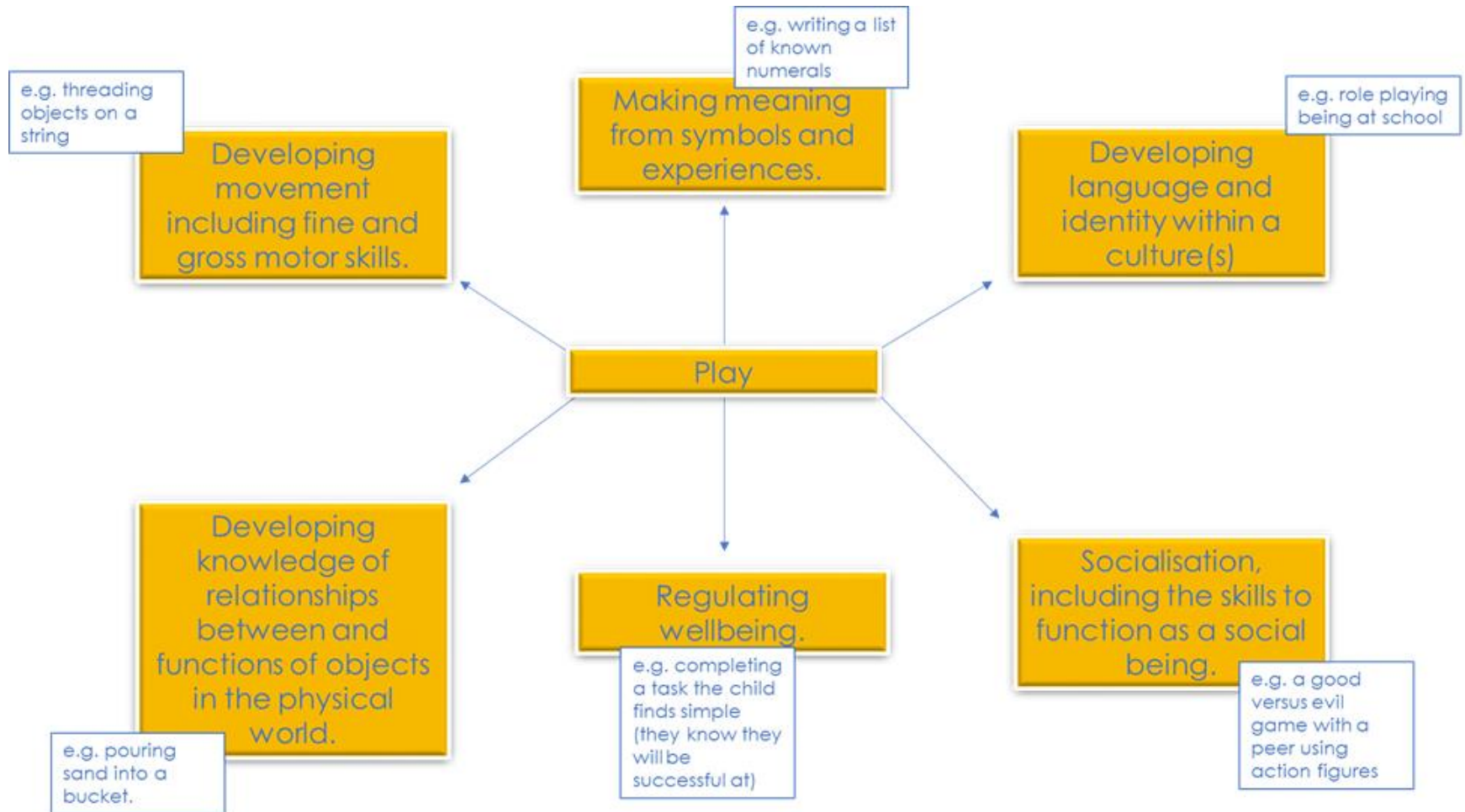
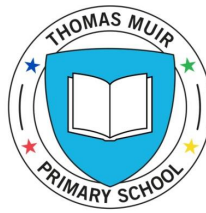


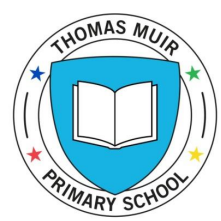
Play-Based Learning

- At Thomas Muir Primary children in the early stages of primary school access their learning through play-based approaches.



Play is a key tool for young children to access learning.



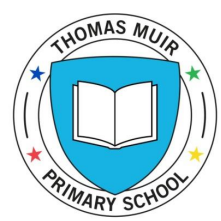


Skilled interaction is the key to making the most of opportunities for learning in play. At Thomas Muir Primary we...

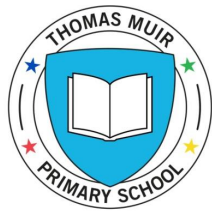
- Listen first and wonder
- Wait to be invited to join
- Use statements rather than questions
- Know that words aren't always necessary
- Think about what the child's interest is

At Thomas Muir we use observation as our principle tool for assessment in P1 and 2.

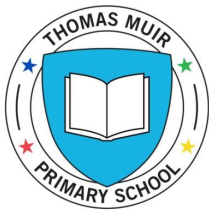
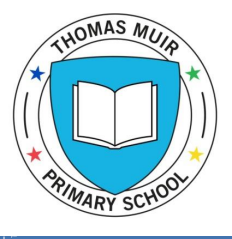
- Each child will have four formal observations in the school year, in addition your child may be part of group observations throughout the year.
- We observe your child during play and formal tasks.



Your child's week is divided into three equal parts:



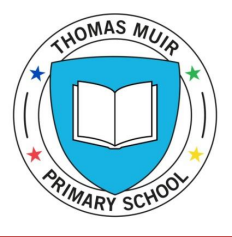
- Child Led Learning – the child selects the task and outcome; these types of activity are often called play.
- Adult Led Learning – An adult directly teaches a new skill or knowledge to a child or group of children. For example learning a new sound or how to tie your shoes.
- Adult Initiated Learning - An adult sets up a task for a child to complete independently.



Literacy

Three Broad Areas

- Listening and Talking
- Reading
- Writing

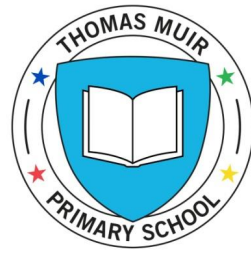
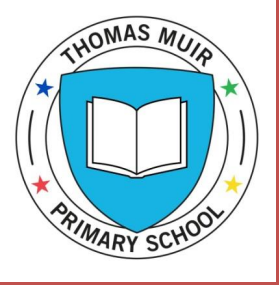


Listening and Talking



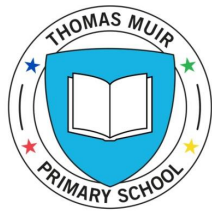
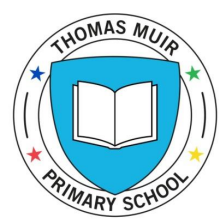
- Listening and talking is developed across all curricular areas with an emphasis in P1 on appropriate times to talk and to listen.
- We encourage good listening skills which involve one voice at a time and looking at the person who is talking.
- Listening to instructions in the classroom goes beyond curricular areas.
- It relates to aspects of health and safety so it is vital that children can respond to their name, follow whole class instructions and can process simple instructions.
- We do a lot of work to develop this in class and encourage reinforcement of this at home to support independence.





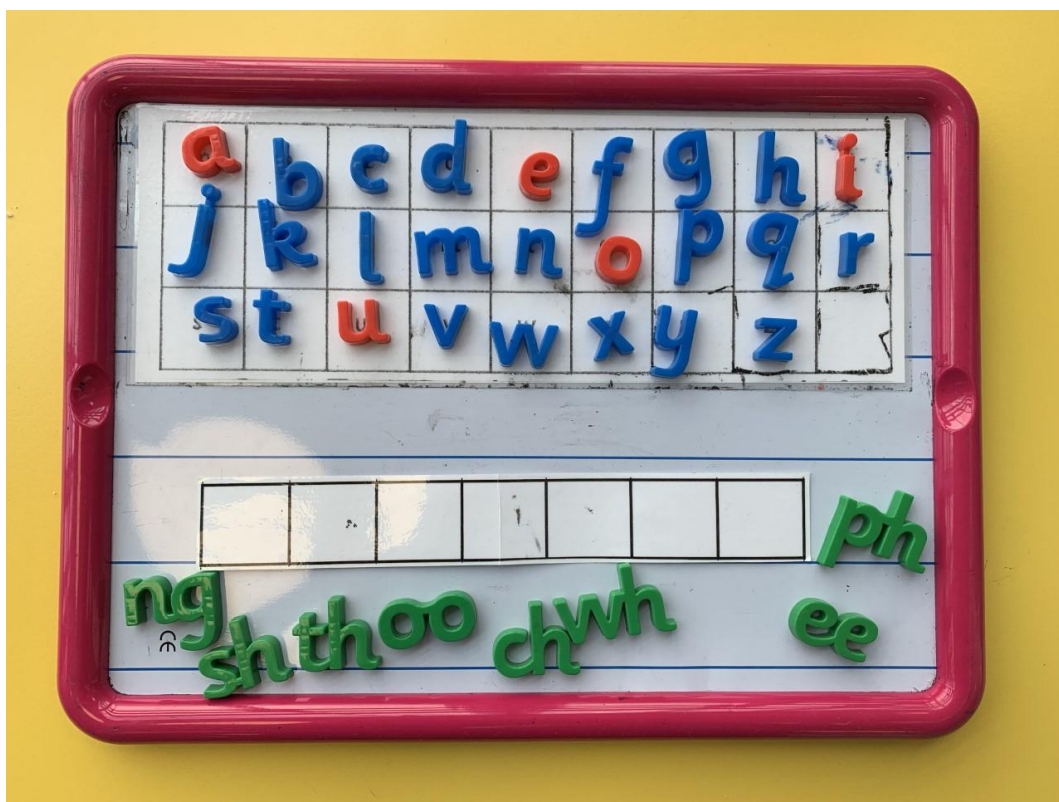
Reading

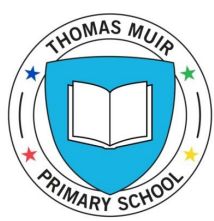
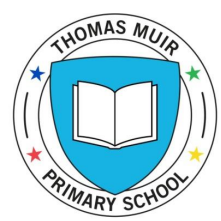
- Reading is an essential skill for learning and for life.
- We teach children to read through: phonics (learning the sounds letters and combinations of letters make); sight words and memorising tricky words; and through exposing children to text rich environments.
- You can support your child to read by:
 - Modelling reading frequently, by conducting everyday reading aloud.
 - Reading daily to your child and encouraging play about favourite stories.
 - Ask, and invite questions during reading with your child.



Phonics

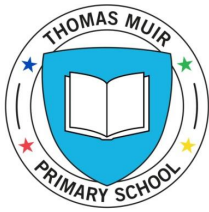
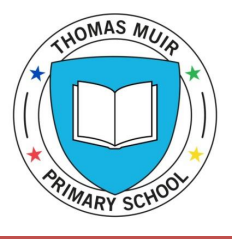
- Progressive programme which introduces two sounds per week.
- Sounds e.g. 'a' and 't' are taught alongside letter names.
- Not in alphabetical order to allow children to blend sounds together to make simple words.
For example: s a t = sat
- Letter formation is also taught when sounds are introduced.
- Children are given daily opportunities to make and write letters and words using writing materials and magnetic letters.





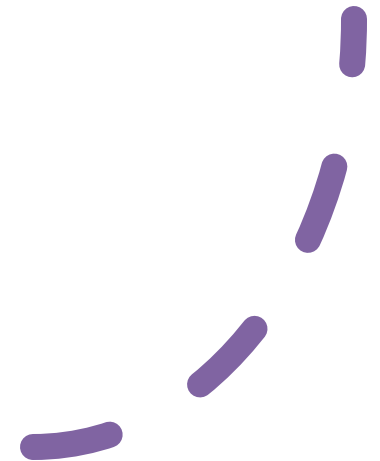
Sight Words

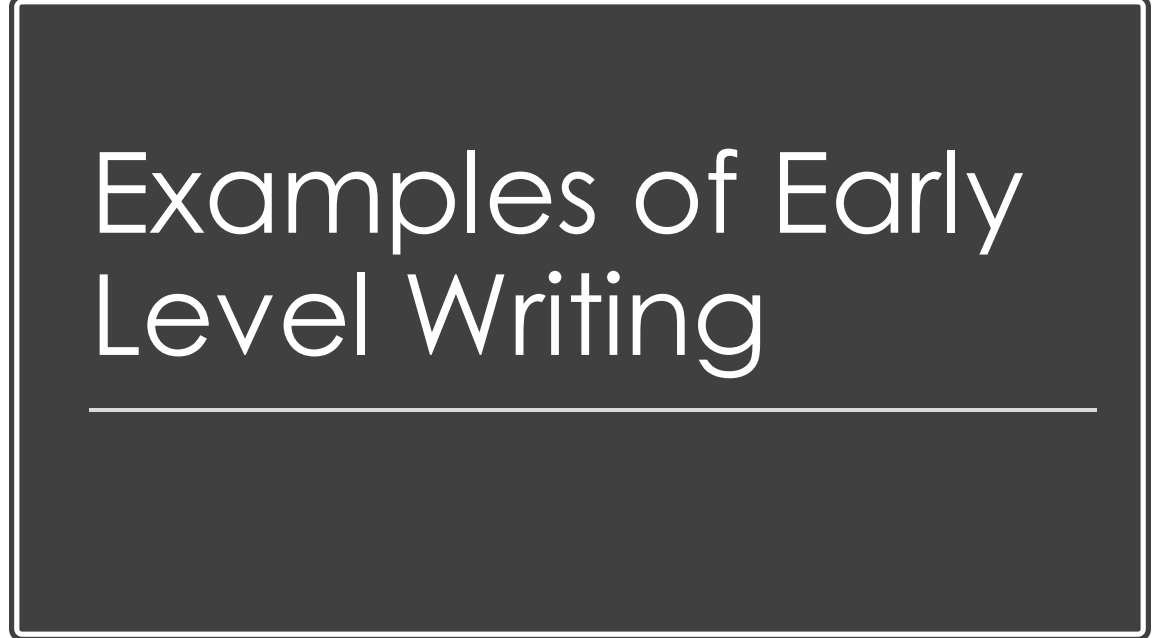
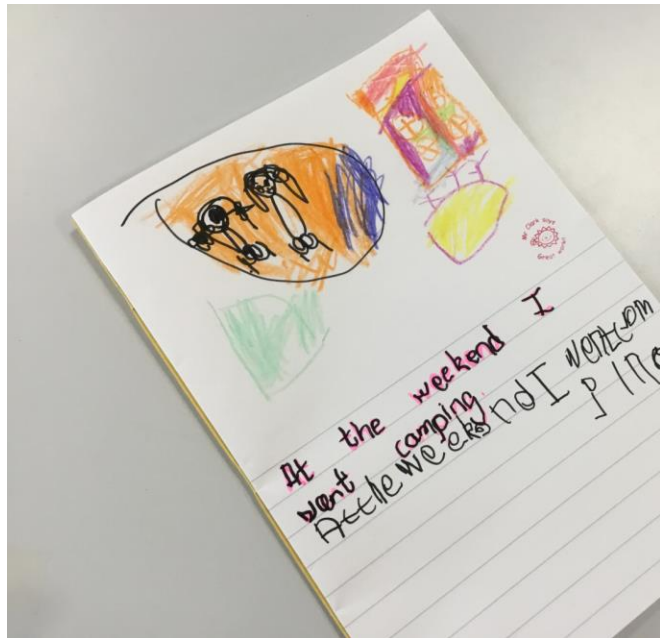
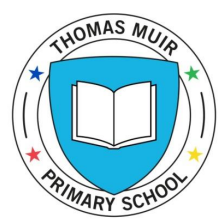
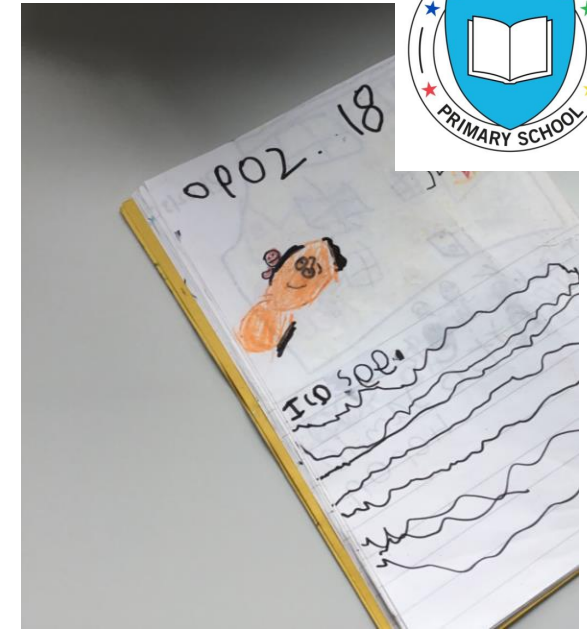
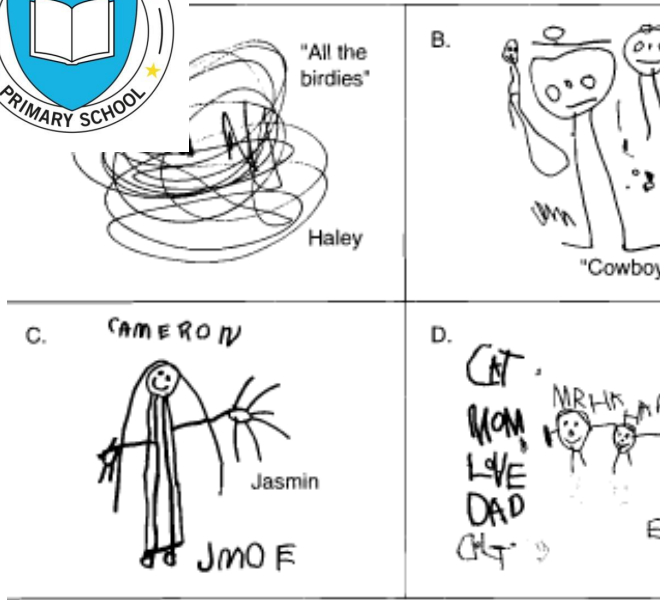
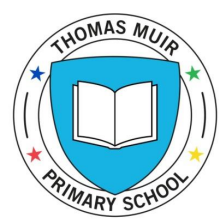
- Words such as 'said' and 'the' are taught separately from phonics sounds as they can be tricky to sound out.
- Children will have 'word walls' in their home learning folders with sight words to practise at home.
- These words will match the words that are in your child's reading book, plus other common words at different points in the year.
- A variety of games and activities are used daily in class to help children learn sight words.



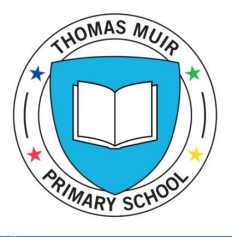
Writing

- Emergent writing and drawings are very important.
- Children are given opportunities to write and mark make every single day for a variety of purposes and audiences.
- Encourage this at home and ask your child what they have written or drawn.
- This helps to develop pencil grip, fine motor skills, strength of hand and confidence with writing.



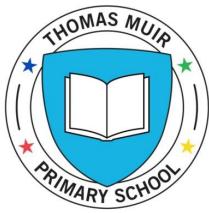
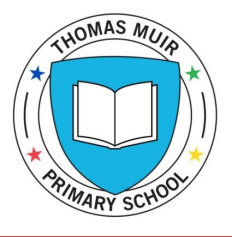


Examples of Early Level Writing



Numeracy

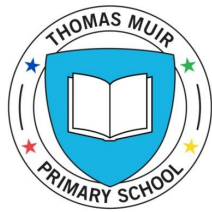
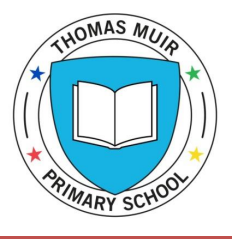
- A balance of written and practical teaching methods are used throughout the year.
- Children will be encouraged to discuss what they have learned with both peers and adults.
- Every day activities provide opportunities for learning about numbers.
- For example: road signs, house numbers, shopping, board games, pairing socks, looking at the calendar, laying the table and counting everyday objects.



Number

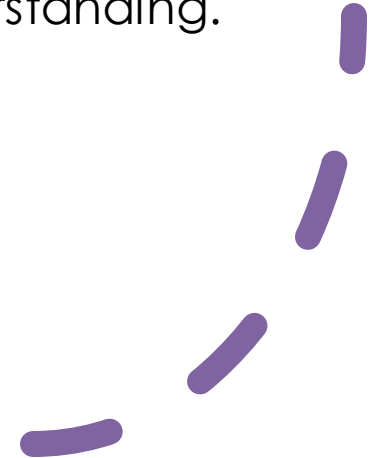
- Learning about numbers is essential for mathematical development.
- Our programme of study breaks down number into the following stages:
- Number words and numerals
- Counting – forwards and backwards
- Structuring numbers to 10
- Addition within 10
- Subtraction within 10
- Structuring numbers to 20

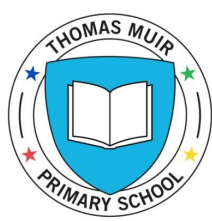
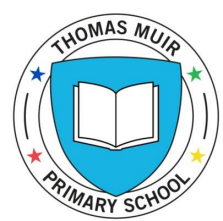




Other Areas of Maths

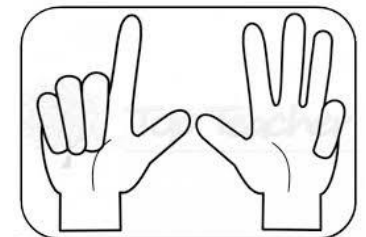
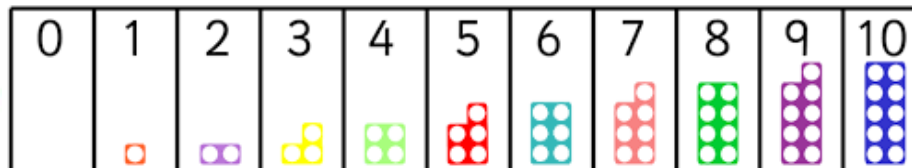
- Throughout the year different areas of Maths will be taught.
- These areas include Shape, Money, Measure and Data Handling, Symmetry and Time
- Number, addition and subtraction will continue alongside these other subjects and links are made between them e.g. counting sides of shapes and reading numbers on graphs.
- We can teach these concepts and provide lots of practical and fun experiences in school but real-life experiences with you are essential for their development and understanding.

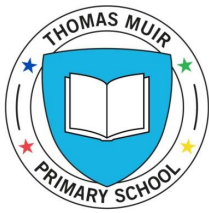
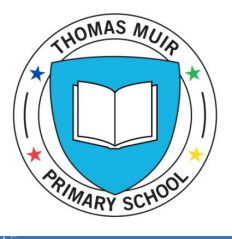




Teaching Strategies

- Children are encouraged to learn from mistakes and to independently choose materials to support their learning.
- Learning through play and experimenting with numbers and different materials.
- Some children rely on fingers to count, others using counting objects such as cubes, teddies etc and some can use number lines and eventually progress to mental calculations
- All children are at different stages and progress at different rates – personal choice of different methods to complete calculations is encouraged.





Home Learning

- Home learning issued every two weeks.
- Reading books will run from Monday to Friday weekly.
- Short bursts, 10 – 15 minutes, nightly reinforcement of class learning.
- Try to fit into family life – any problems please let us know.
- Home learning activities may include: reading books, word walls, letter formation, and maths activities.
- Home learning provides opportunities to build responsibility and independence.