

# Primary 1 Curriculum Night

Tuesday 27<sup>th</sup> August 2024





# Curricular Evening Format



- Overview of how we teach Literacy and Numeracy in Primary 1
- Information about RSHPE (Relationship, Sexual Health and Parenthood Education Programme)
- Overview of Home Learning in Primary 1 to allow you to feel more confident helping your child with home learning
- Overview of Play Based Learning approaches in Primary 1
- Information about the Families Connect Programme
- Information about the Parent Portal
- How to get involved
- An opportunity to look at resources and chat to the P1 teachers



# Curriculum for Excellence

- Aim of Curriculum for Excellence (CfE) is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.
- Curriculum for all learners from ages 3-18 and is split up into five levels; Early, First, Second, Third and Fourth.
- Children work within Early Level in Primary 1, and some may move on to First Level by the end of the year.
- CfE Experiences and Outcomes and Benchmarks are used by all teachers at Thomas Muir as an essential tool for planning and assessing teaching and learning.

curriculum for excellence





# Literacy

## 3 broad areas of Literacy

- Reading – Phonics, Sight Words & Reading Books
- Writing
- Listening & Talking

All aspects of literacy are linked, especially so in Primary 1





# Literacy



The first few weeks of Primary 1 we focus on

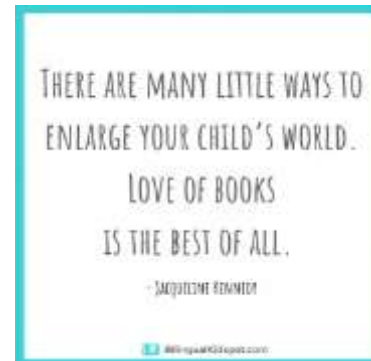
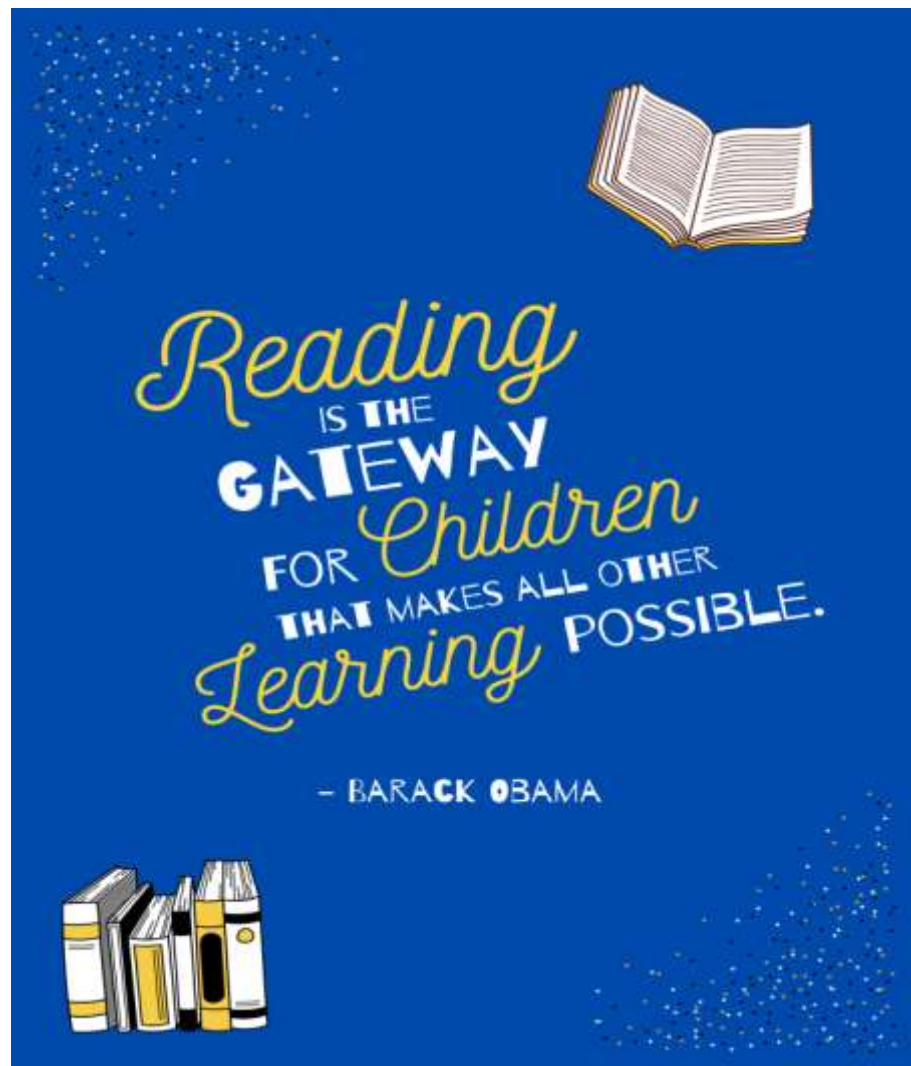
- Rhyming: cat/hat, shop/stop
- Alliteration: ball, bat, bed
- Fairy-tale stories as class novels, through big book texts to understand how to decode words, features of a book e.g title, front cover, blurb etc.







# Reading



**READING SUPPORTS CHILDREN TO...**  
Meet speech and language milestones and do better at school

-  They have better brain development, attention, and cognitive ability
-  They have better speech and language development and literacy skills
-  They have better school readiness and knowledge about the world
-  They make more progress across the curriculum

 **BookTrust**  
Getting children reading



# Phonics

- Reading begins with **phonics** – teaching the sounds that letters make.
- We are using **ELS – Essential Letters and Sounds** to teach phonics into reading.



c – a – t    cat



# ELS – Essential Letters and Sounds

## **Getting all children to read well, quickly.**

- ELS has been in use in schools as a validated programme since September 2021.
- ELS has been built upon the latest research and understanding about how children learn to read, how we ensure that this stays in their long-term memory and how to get the best outcomes for all learners.

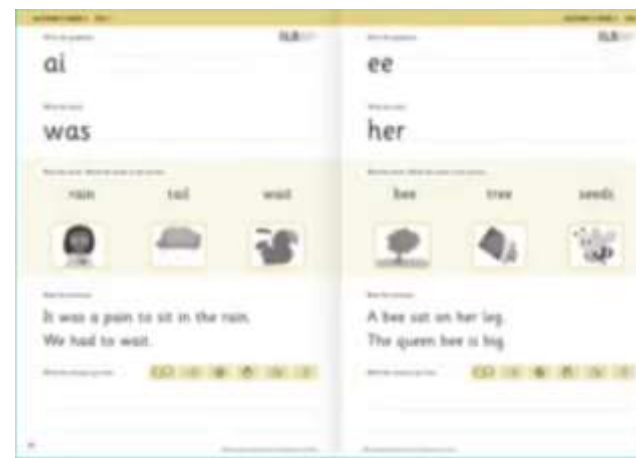
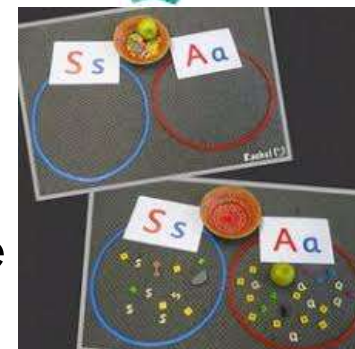




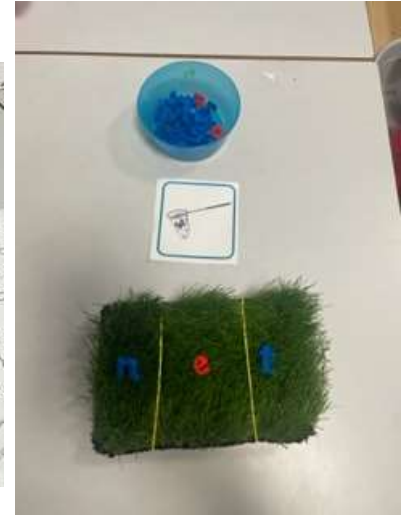
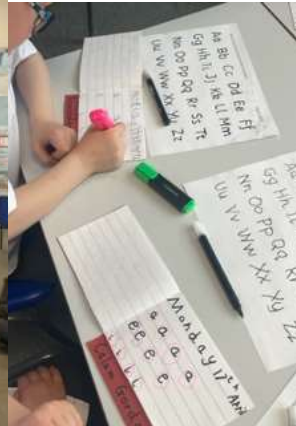
# What will ELS look like in the classroom?

- Children will learn **4 sounds a week** and alongside these they will learn sight words.
- These sight words will include sounds that they have learned that week or prior. E.g. learning, **a** and **t** will allow them to sound out **at** etc.
- The children will complete a **daily** workbook task to consolidate learning and aid understanding.
- Learning will be consolidation of the sound with active tasks through phonics learning time.

m, d, g, o, c, k Read and Race



# Examples of stations for phonics



# Decodable books

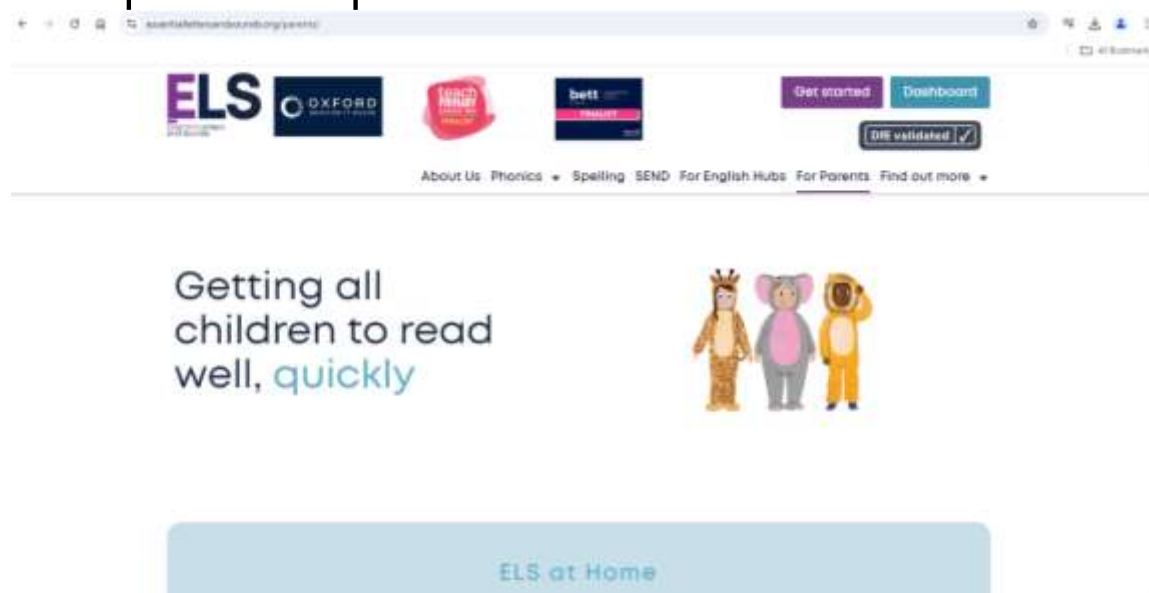
Phonic Readers are fully aligned to the ELS progression programme meaning all books are at the child's level and do not include words or sounds that they have not yet experienced.

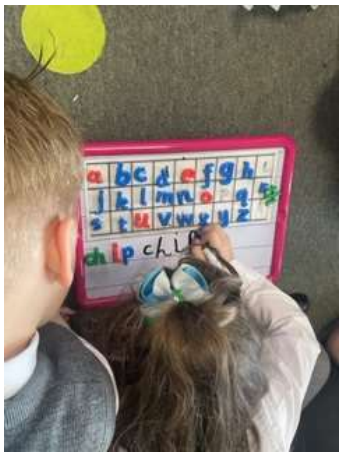




# ELS for Parents

For guides and explanations on how to help your child's phonics retention at home please scan the QR code to the parent portal on ELS.





Magnetic boards are great **visuals** and **practical** tools.

It promotes spelling and reading.

Sounds are not taught in **alphabetical order**. This allows children to **blend sounds** together to make simple cvc words.

Eg: first 3 sounds taught

s a t = sat





# Magnetic Boards







# Sight Words

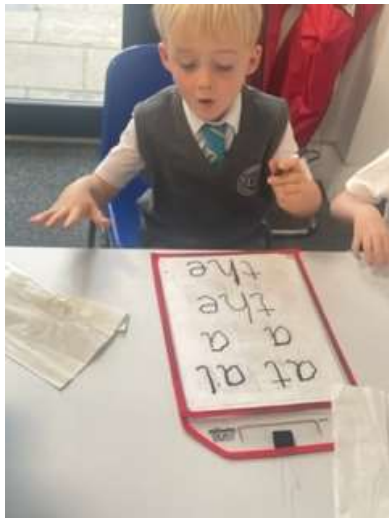
- Some words are trickier and do not match sounds. Eg. 'the' 'said'
- A variety of games and activities are used daily in class to reinforce all words Including the trickier words.





# Writing

- Emergent (mark making) writing and drawings are important for starting to write.
- Encourage this at home and ask your child what they have written or drawn.

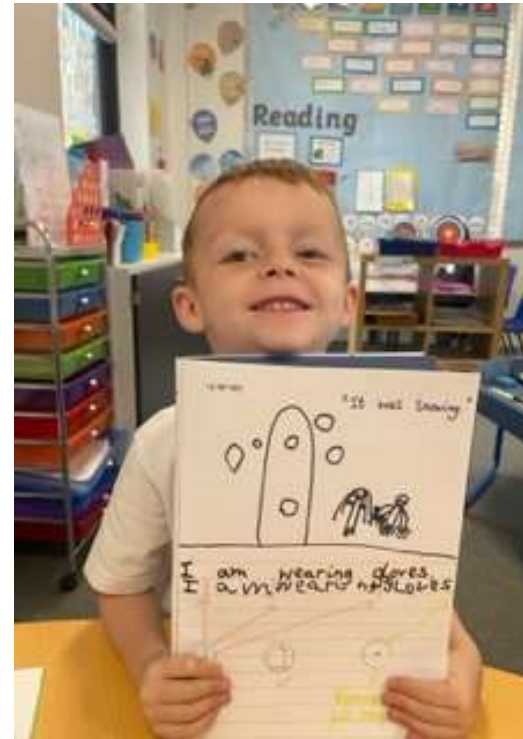


This helps to develop pencil grip, fine motor skills, hand strength and confidence with beginning to write.

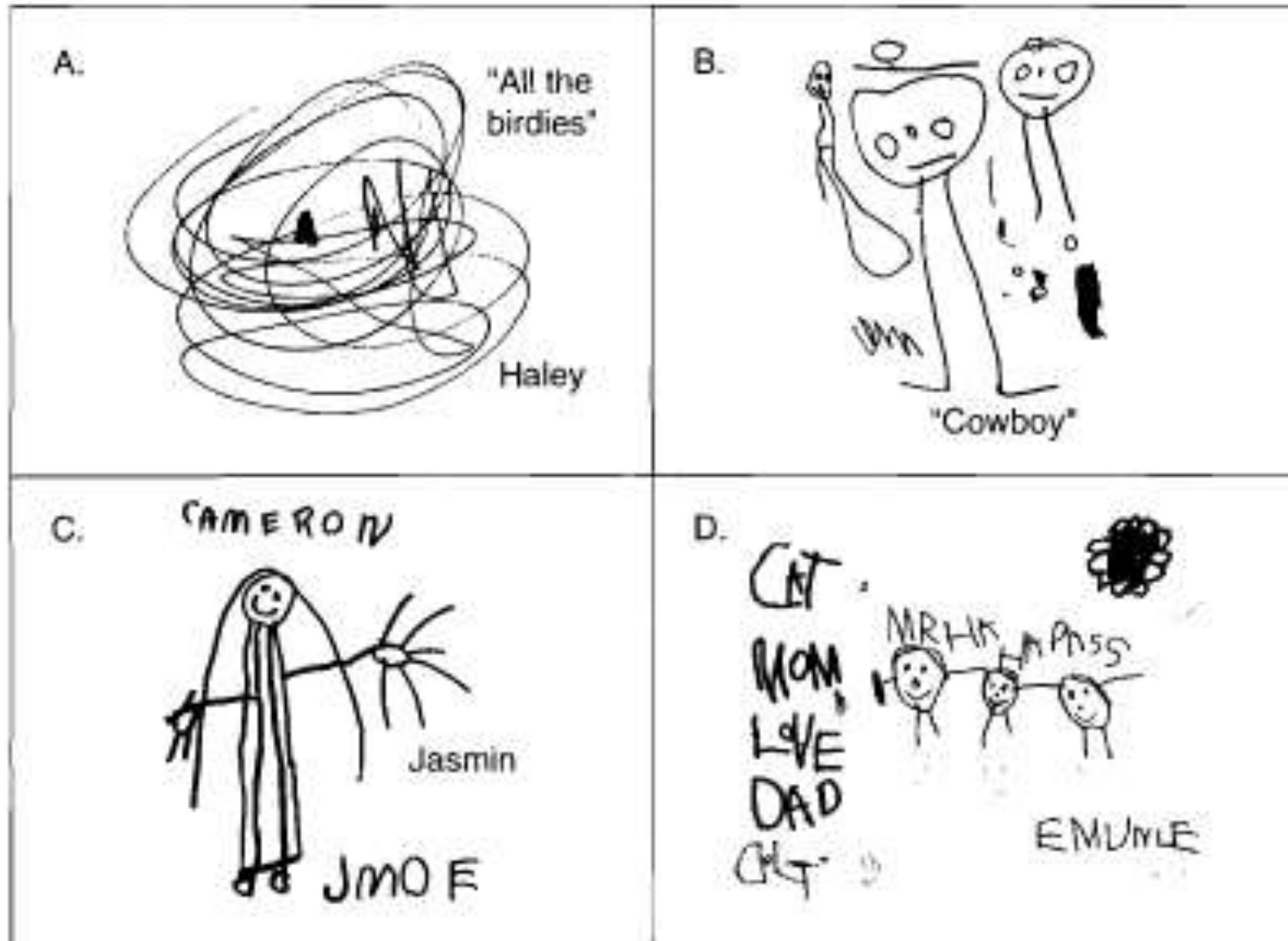


# Writing

- At first, children learn about the structure of familiar stories (fairytales) to allow them to **retell the story through pictures**.
- We then move on to **sentence starters** eg. “**I can see a...**” and use their detailed pictures to create an ending for the sentence.
- Introduce **technical aspects** of writing eg. capital letters, finger spaces and full stops.
- Children progress from **learning sounds to blending** them together to make simple CVC (consonant-vowel-consonant) words e.g. cat, alongside using sight words to write more independently.

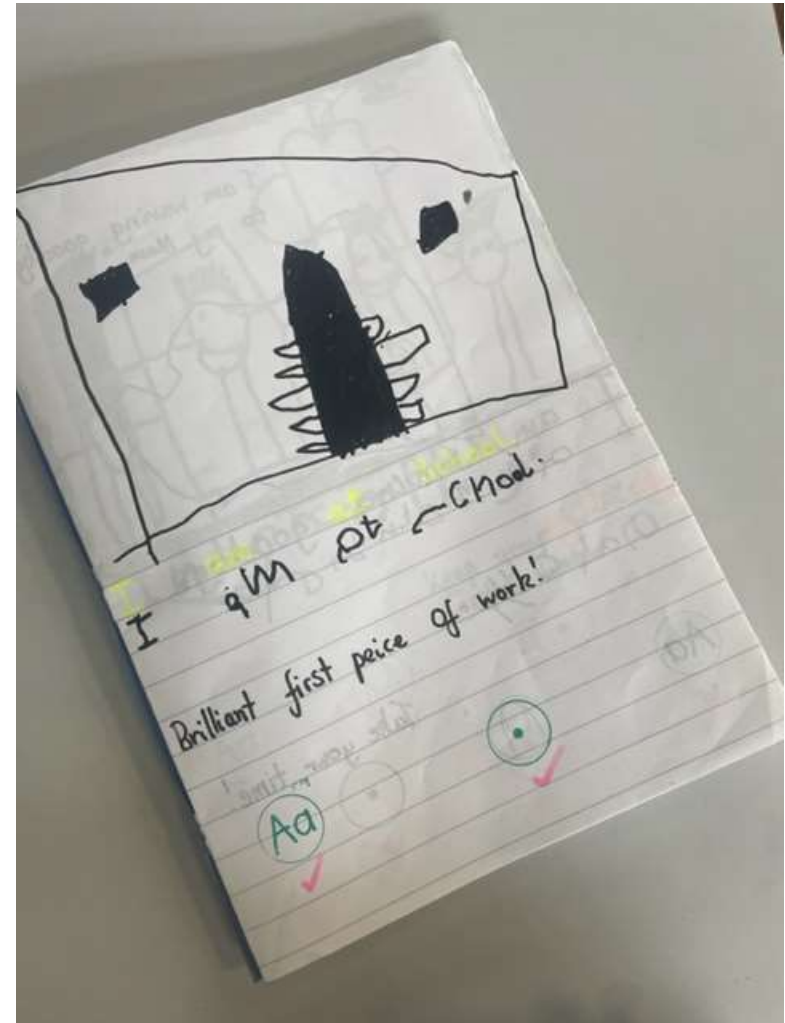


# Examples of Early Level Writing





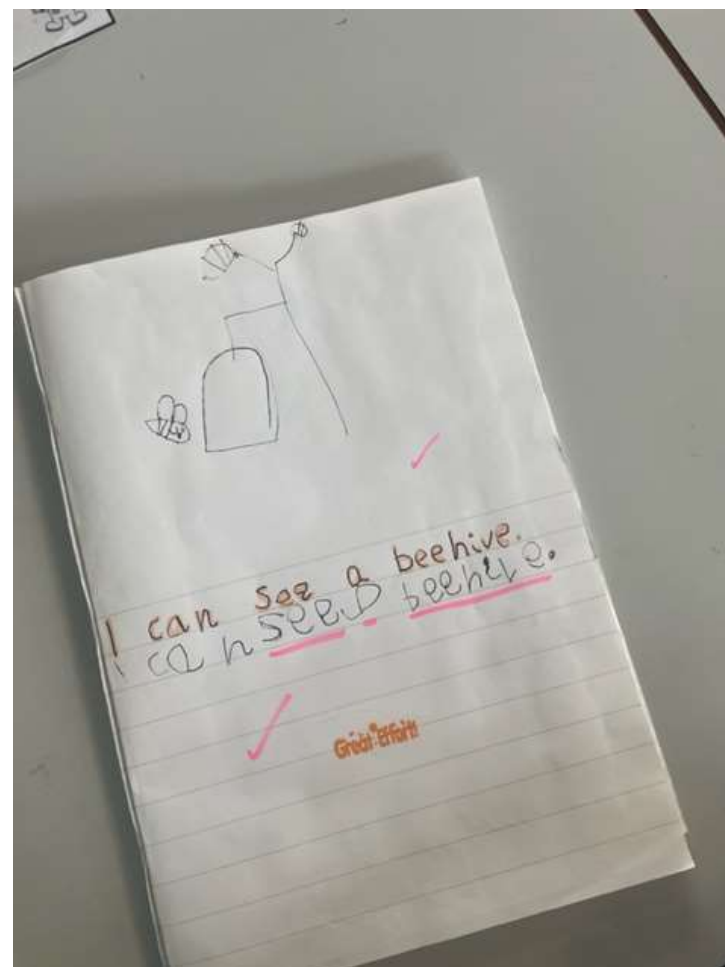
# Examples of Early Level Writing







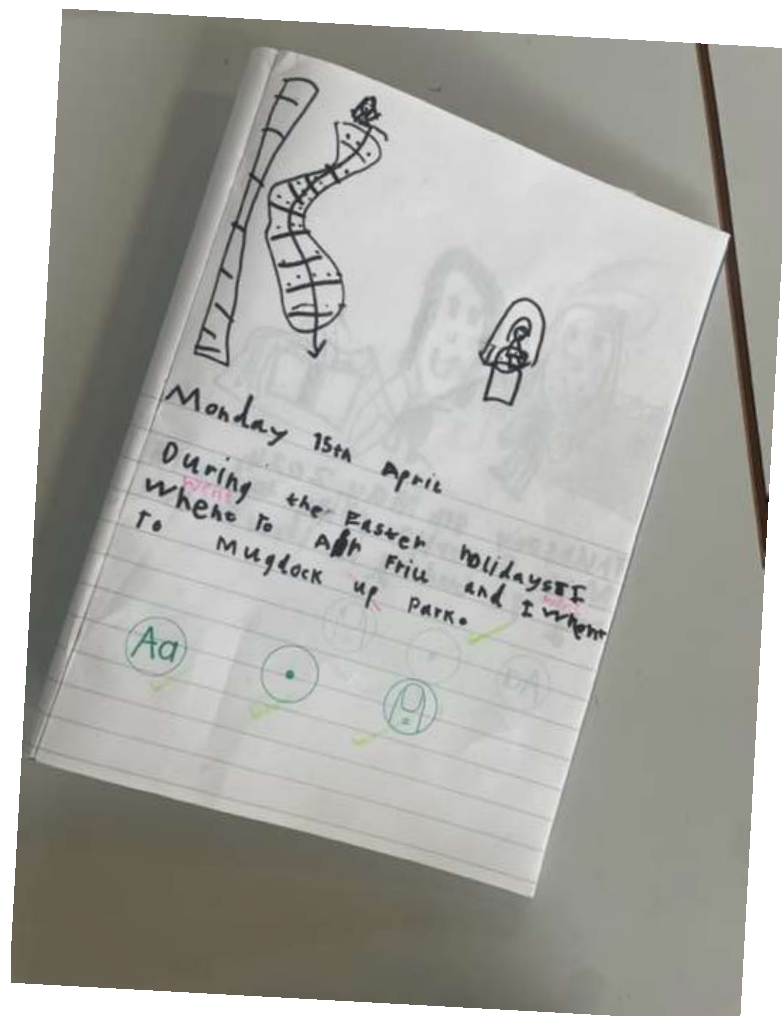
# Examples of Early Level Writing





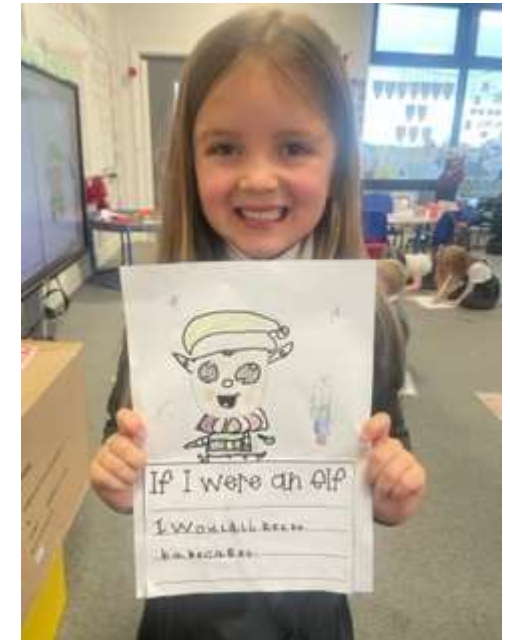
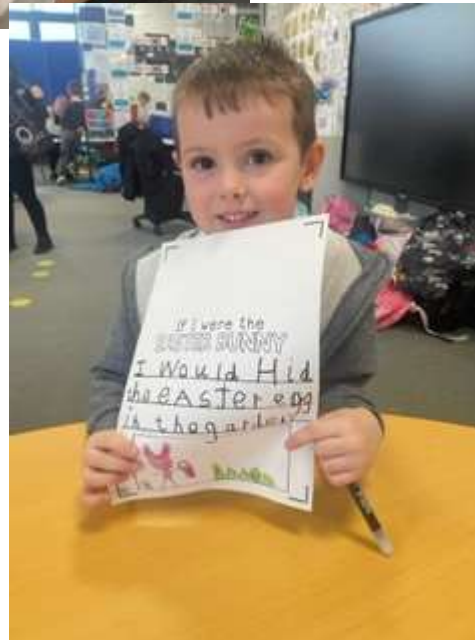
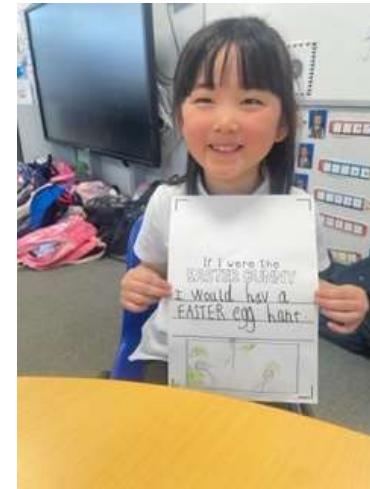


# Examples of Early Level Writing





# Different writing themes





# Pencil Grip and Formation



- Correct pencil grip is an important aspect of writing. The correct pencil grip will allow ease of movement and correct formation of letters.
- In school, we encourage the correct pencil grip and children take part in a range of activities to increase hand strength and develop fine motor skills eg. sand/chalk.





# 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.



# How to help at home



- Read with your child
- Practice rhyming/alliteration
- Point out and read signs when you are out
- Encourage your child to draw, write, mark make e.g. write their name on a birthday card
- Encourage the correct pencil grip and letter formation





# Numeracy

- A secure understanding of number gives children confidence as they go through life and we value the importance of making maths fun and relevant at Thomas Muir Primary.
- We have a very active approach to numeracy.
- 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.

# Concrete, Pictorial, Abstract

## The CPA Approach



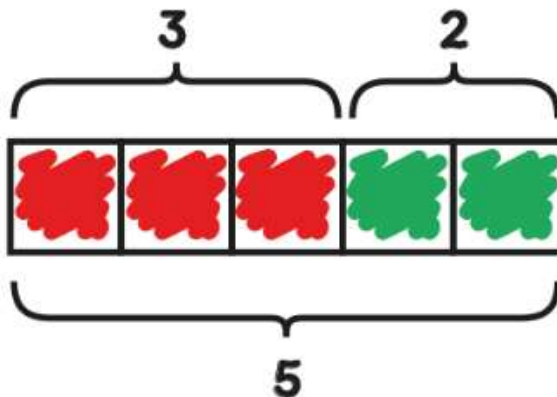
**CONCRETE** -  
using physical objects  
to solve maths problems.



**PICTORIAL** -  
using drawings  
to solve maths problems.

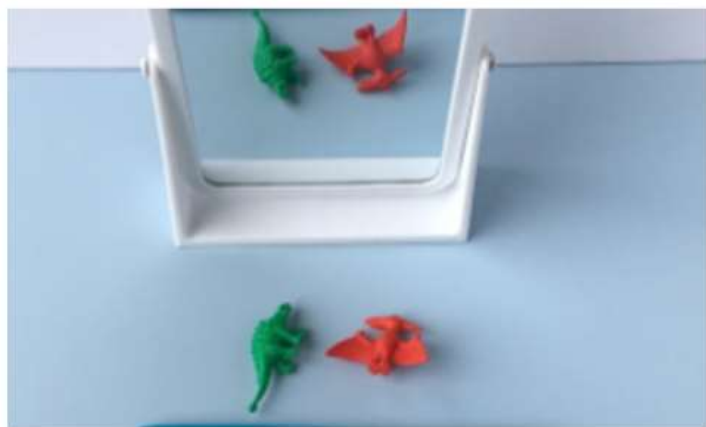


**ABSTRACT** -  
solving maths problems  
using only numbers.



$$3 + 2 = \boxed{5}$$

## Concrete



Resources used:

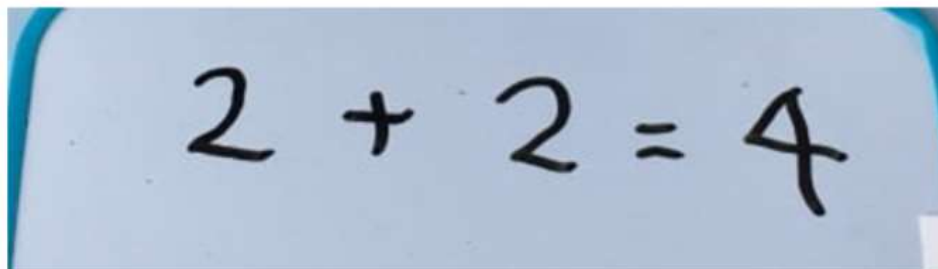
Counters (any kind), Mirrors

Children were asked to double two. Children placed two counters in front of the mirror and were able to count the counters, including those in the reflection to determine the answer. This would also work well with numicon.

## Pictorial



## Abstract



# Strategies/Resources

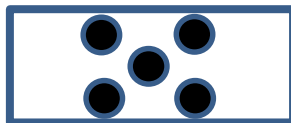
## Finger Patterns

Finger patterns are used to allow the child to develop understanding of the combinations of numbers to 10.



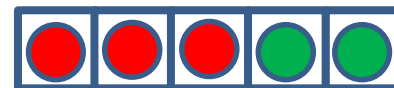
## Dot Patterns

Dot patterns are used to allow the pupils to build a visual picture of the value of a digit.



## Five-Frames and Ten-Frames

A five-frame is a 1 x 5 rectangular array which is used to support children's thinking about combinations to 5.



## Empty Number Lines



Rekenrek

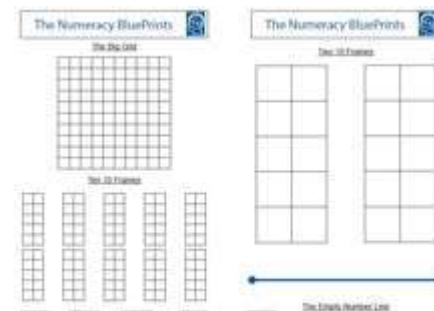
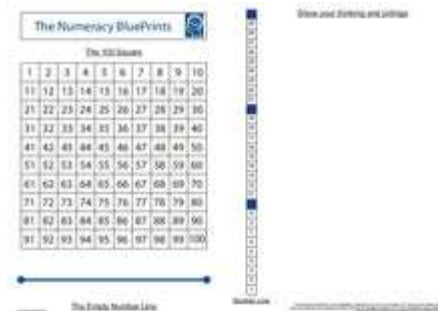


0	1	2	3	4	5	6	7	8	9	10



# Count on us boards

- The Count on us boards or Numeracy Blueprint boards provide a hands-on learning aid that can tie concrete-pictorial-abstract learning together.
- They are used to develop good number sense.
- The boards include the 100 Square, the Big Grid, ten 10 Frames, an empty number line, two 10 Frames, a vertical number Line and white space for demonstrating thinking skills.
- These are essential building blocks for a learner to make progress in Numeracy.





# Numeracy through play



# How to help at home



- Daily routines
- Counting
- Spotting Numbers around the environment
- Helping with cooking
- Helping with shopping



# Health & Wellbeing



<https://rshp.scot>

A national teaching and learning resource for Relationships, Sexual Health and Parenthood (RSHP) Education.



# What is the resource?



- ▶ A teacher can use the resource to support teaching and learning.
- ▶ All content is age and stage appropriate for learners 3-18 years, organised by Curriculum for Excellence Levels, from **Early Level (P1)** through to **Senior Phase (S4-S6)**.
- ▶ Content is up-to-date and engaging and meets the needs of learners with additional support needs.



# What will I find in the resource?



- ▶ The resource is made up of a series of activity plans that describe how a teacher can approach an aspect of RSHP education.
- ▶ The Activity Plans are supported by PowerPoints or other resources the lesson might need.
- ▶ The resource is accessible and open to everyone; parents and carers can see what is being delivered in school.
- ▶ The resource was developed by a partnership of Local Authorities and Health Boards, with advice from Education Scotland and Scottish Government.

# Why has it been developed?



- ▶ There is a need to improve the quality, relevance, consistency and coverage of RSHP education.
- ▶ We need to deliver RSHP education that helps protect children from harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe.
- ▶ The resource helps teachers to source material that is age and stage appropriate
- ▶ We need our RSHP education to reflect a modern Scotland where we value and respect the human rights of everyone.





# What do we do at Early Level? (P1)

When it comes to **families and friendships**, children learn:

- ▶ That all our families are different, and that people who are important to the children provide care and love.
- ▶ How to make and keep friendships, thinking about how they get along with other children, play together, co-operate and share. This can include learning about personal space and to recognise and respect how another person is feeling.
- ▶ About the importance of kindness and showing kindness to others.

When it comes to **every child being unique and special** children learn:

- ▶ That people are individual and unique.
- ▶ About the similarities and differences among children in their group.
- ▶ To understand that treating someone badly based on a difference is not okay.

# What do we do at Early Level? (P1)



When it comes to **their bodies**, children learn about:

- ▶ Names for parts of their body – and that parts of their body are private.
- ▶ Keeping clean and why this is important – learning about hand washing and brushing teeth.

When it comes to **feelings and making choices** children learn:

- ▶ To recognise and express their feelings, including when they might feel safe or unsafe, happy or worried.
- ▶ To identify adults that they can go to if they have a question or a worry, introducing the idea of trust.

When it comes to **looking after them and other living things** children learn about:

- ▶ Where living things come from.
- ▶ The needs of plants, animals and babies.
- ▶ That there are professional people who help and care for them



# Parents and Carers

- ▶ In delivering RSHP education parents/carers will be given advance knowledge of topics and lessons.
- ▶ By learning together at home and school we can help consolidate learning – it's a partnership approach.
- ▶ If you have further questions about the RSHP resource the FAQ section on the site may be of help: <https://rshp.scot/faq/>



# Home Learning

- Home Learning will be issued next week. **Week beginning the 2<sup>nd</sup> of September 2024**
- Home Learning will include a grid based format which allows for choice by the children and yourself.
- Reading will include a physical book.
- Numeracy may be an activity in their jotter, an active activity or Sumdog.
- Login details will be issued for Sumdog (stuck inside their jotter)
- All activities issued on a **monthly basis** to be returned by the end of the month.
- Short bursts, 10 – 15 minutes. Nightly reinforcement of class learning.
- Try to fit into family life – any problems please let us know.
- Home learning provides daily opportunities to build responsibility and independence.











# Home Learning Grid



## Thomas Muir Primary School - Homework

September 2024 Pick and cross out the activities you complete.



	Literacy	Numeracy	Social Studies Health and Wellbeing
	<b>Home Learning Jotters</b> 1. Complete the rhyming worksheet in your jotter.  2. Can you think of any rhyming words on your own? With help write these in your jotter.	<b>Numeracy</b> 1. Create the numerals <b>0,1,2,3,4</b> and <b>5</b> using items from around the house or garden e.g. stones, leaves, clothes peg  2. Try writing these numbers in your jotter.	<b>French</b> Practise saying your French greetings with your family: <b>bonjour, salut, au revoir.</b> 
	1. Pick your favourite books to read at home. Read at least 5 books in the month with your grown up. Colour in a star for each book you read. 	<b>Numeracy 2D shape</b> 1. What 2D shapes can you find around the house? Write/ Draw these examples in your jotter. 	<b>Art</b> The weather is starting to change as we begin to go into Autumn. What animals normally go to sleep in Autumn? Draw a picture in your jotter. 
	<b>HWB</b> Practice hanging your jacket on a hangar at home just like we do when we come into school. 	<b>Numeracy</b> In your jotter draw:  2 on a dice 4 on a dice 5 on a dice 	<b>PE</b> Go a walk around your local area. Try and see if you can find any of the numbers or sounds we have been learning on signs, doors or buildings.





# Numeracy



- There will be two numeracy tasks a month which may include Sumdog or an active task in jotters.
- These are some additional activities you can do weekly with your child.





# Some ideas for Numeracy at home



Maths - - -

Home learning activities

KS1

1.

Draw and label a street scene using 2D shapes.



2.

Shop Time!  
Can you play shops by making amounts to pay in different ways for items!

3.

How many ways can you find to make 20p?

4.

Shape hunt!  
Can you look around your house to see how many 2D & 3D shapes you can find?

5.

Watch Number Blocks on CBeebies!



6.

Follow a recipe and weigh the ingredients using scales!

7.

Draw a hundred square. Fill it in. Cover a number. What is hidden?

8.

Collect data on favourite colours and make a chart to show results.



9.

Write down your numbers to 50. Can you colour in the even numbers?

10.

Choose 5 numbers. How many addition/subtraction sums can you build using them?

11.

Play a game of snakes and ladders!



12.

Make a list of things that are taller/shorter than you around the house.

13.

What's the time Mr Wolf?  
Practice telling the time and have a bit of a game if you can!

14.

How many ways can you make 10 using 2 numbers?

15.

Can you create your own repeating patterns using blue and red circles?





# Phonics

- Starting in the **October Grid**, your child will have sounds that they have been taught which are to be reinforced at home.
- Children should practise formation and then draw pictures of things beginning with the sound as part of our home learning grid activities.
- Active activities for letter formation will also be included in the learning grid.
- Additional blending homework will be issued when the children are ready.



# Some ideas for phonics at home

## Phonics at Home

### Nature Letters



### Pasta Letters



### Word Hunt

look for our tricky words



### Chalk Letters

Write sounds in chalk on a fence or pavement. Wash each sound when you hear the sounds



### Sound Hunt

pick a sound & find objects that begin with the sound



### Sound Sort

Get a collection of objects, sort them by the starting sounds



### Body Sounds

Use your body to make the letters, you might need some objects



### Silly Sentences

Make up a sentence with words beginning with a certain sound

A red rhino ran round the rainbow.

### Picture Sounds

Draw a picture & hide sounds in it

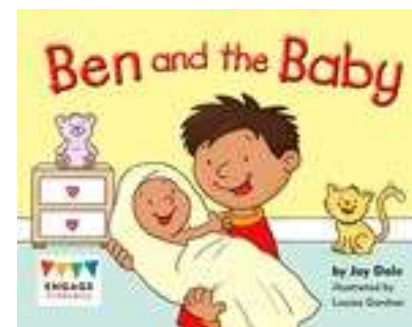






# Reading

- Daily reading with your child is **essential** to their overall development.
- We use a variety of reading books at Thomas Muir and our two main resources are Engage Literacy and our decodable books from ELS
- Reading books will be issued when children are ready and feel confident with words covered. This will vary from child to child, however, all children will have reading activities in class on a daily basis.
- Depending on where they are in a certain reading level, children may receive one or two books per week.
- It is of most **importance** that you read with your child at home.





# Reading

- Whilst it is important to develop fluency of reading, it is also vital that we develop other reading skills to help children fully appreciate different types of texts.

## Ways to encourage reading at home besides home learning:

- Read to your child – or use audio books if this is difficult.
- Read a range of texts – notes you have written, instructions etc. and build it into every part of your daily routine.
- Ask your child a range of questions whilst they are reading using Blooms questioning.





# Bloom's Questioning:

- Blooms is a range of questions which can be applied to all books, you only need to pick one, or maybe two, questions per reading session to check your child's understanding and to engage them in conversation about their reading.
- For a more advanced reader, you may get them to create their own questions.
- **Pink/ Blue questions** establish facts and basic understanding – Remembering and Understanding
- **Purple questions** get children thinking about using what they know - Applying
- **Yellow questions** allow children to focus on details and look closely - Analysing
- **Orange questions** get children to say what they think and give an opinion- Evaluating
- **Green questions** encourage children to create and imaging – Creating

**All types of questions are important.**

## Remembering

- When and where did the story take place?
- Who are the main characters?
- What does the main character look like?
- How does the book begin?
- Where in the book would you find...?



## Understanding

- What is the book about?
- From whose point of view is the story told?
- What is happening?
- What might this mean?
- Which part do you like best? Why?



## Applying

- Can you think of another story with a similar theme?
- Can you think of another story character similar to a character in this book?
- Have you had any similar experiences?
- Which stories have openings like this?
- Can you think of another author who writes in a similar style?



## Analysis

- How has the author used description to show how this character is feeling?
- How does the layout help...?
- Can you explain why...?
- Why did the author choose these words?
- What evidence can you use to support your view?



## Evaluating

- Which text/story is better? Why?
- Which parts of the text could be improved?
- Which text is more persuasive? Why?
- Did it have an effective ending?
- Who would you recommend this to?



## Creating

- Using the evidence in the text, what do you think about...?
- If you were the main character, how would you have reacted to this?
- What would this character think?
- Are there any other reasons why this might have happened?
- Have the views in this text affected your opinion? Why? How?





# Reading



- **Before** hearing your child read a new book, look at the front and back covers, discuss what the plot may be, who the characters are, the title of the story, the name of the author etc.
- **During:** While reading the book – ask questions about what might happen next, how characters feel, look closely at illustrations.
- **After** finishing the book discuss with your child what might have happened next, if they liked the book and why, what their favourite part was and some general comprehension questions.



# Learning in Other Areas



- As part of our weekly learning grid there will be opportunities to take part in activities focusing on e.g French, Art, science and health and wellbeing.
- These will vary depending on class topics and interests of children.



# Play Based Learning



- Play based learning has been an approach used in TMPS for 8 years and it is now established in Primary Schools across East Dunbartonshire.







# Why Play?

- Play is one of the main developmental tools of young children.
- Every child feels successful at play.
- Play is easily accessible, non-threatening and therefore, learning can easily be extended through play.
- Play builds self-confidence, independence and social skills.

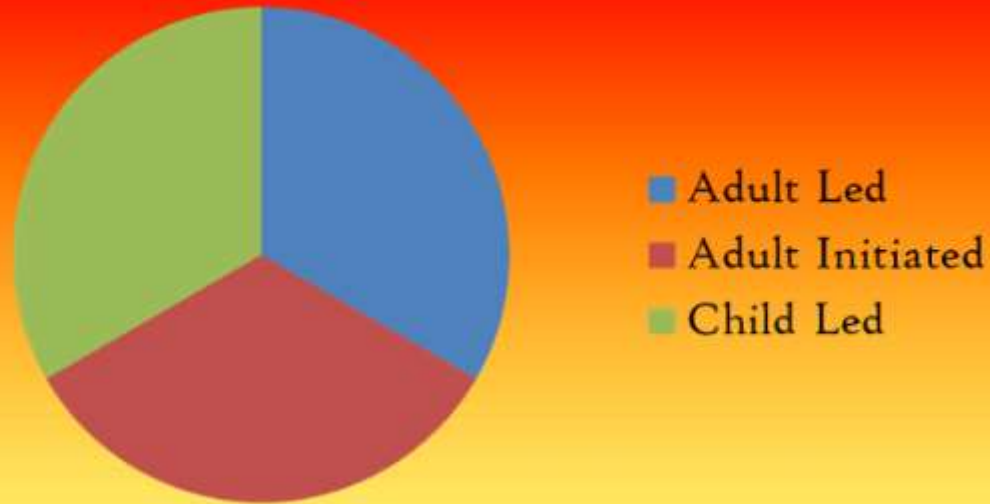
‘The defining feature of being a young active learner is the need to widen experiences and learning in all areas of development. The important role for the practitioner is to determine what the young child could learn through their own interests, balanced with learning across the areas of the curriculum. Supporting this in a quality learning environment with high quality interactions will enable the young child to support and extend their learning, deepen thinking and make progress.’ **Realising the Ambition** (Government Guidance for Early Years)



# Play Based Learning



**Learning Type**





# An Example





# An Example







# An Example







# An Example









# An Example





# Outdoor Play





Childhood is not a race to see how quickly a child can read, write and count. It is a small window of time to learn and develop **at the pace that is right for each individual child.** Earlier is not better. - Magda Gerber  
early childhood educator from Hungary





# Families Connect



- **Families Connect is an 8 week course** to build on parents' existing skills and knowledge, providing them with the confidence to support their child's learning at home.
- **Safe, informal place** to meet other parents/carers, sharing parenting experiences with others.
- **First hour** – introduction to the topic, suggestions of practical activities, techniques and games to support your child at home.
- **Second hour** – the children join us, and we try out what we have learned with them.











# Families Connect



- We cover three key areas:

**Social and Emotional Development**

**Literacy and Language Development**

**Numeracy Development**

- Mrs Heidi Cochrane (Principal Teacher) and Miss Lauren Ainsworth (Wellbeing Teacher) will be running sessions across the year. Please sign up if you're interested in the course, look at the display board, or come and chat to us for more information.





# Parent Portal



- East Dunbartonshire Council is changing the way schools and families communicate with each other through an online service called **parentsportal.scot**.
- This is an online portal designed to be a one-stop shop for a number of school-related activities and will create a new digital relationship between home and school. Through time it is hoped this portal will replace the traditional 'schoolbag run' and make communicating with one another easier and more efficient.
- Make online payments (cashless catering)
- Report an absence
- Book appointments for Parents' Evenings
- Update contact details
- Complete the annual data check (that's when we check emergency contacts etc.)





# How to get involved



- Parental involvement is a key priority for school improvement at Thomas Muir.
- We want to hear your views and comments about what happens at school.
- PTA and Parent Council meetings  
PTA AGM – Thursday 12 September  
Parent Council AGM – Tuesday 10 September  
Everyone is welcome to attend!
- Regular parent focus groups will run to gather views about the curriculum and home learning.
- All skills and talents are welcome!



# Thank you



- We look forward to working with you throughout your child's time at TMPS
- Please take the opportunity to take a look at some of the resources we use in Primary 1
- Primary 1 teachers and members of the leadership team are here to answer any questions you may have