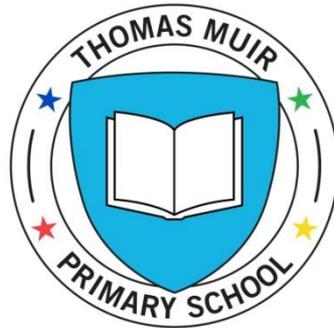


# Primary 1 Curriculum Open Evening

Tuesday 3<sup>rd</sup> September 2019





# Open Evening Format



- Overview of how we teach Literacy and Numeracy in Primary 1.
- Overview of home learning in Primary 1.
- Allow you to feel more confident helping your child with home learning.
- Overview of Play 2 Learn approaches in Primary 1.
- An opportunity to visit class bases, look at resources and meet teachers.
- Please feel free to ask us any questions about this evening's presentation while in class bases.
- This presentation will be available on the school website for future reference.



# 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.

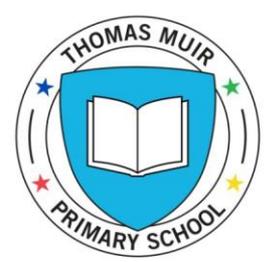
curriculum for excellence





# Literacy

- 3 broad areas
- Reading – Phonics, Sight Words & Reading Books
- Writing
- Listening & Talking
- All aspects of literacy are linked, especially so in Primary 1



# Reading

- Based on the research by the [National Institute of Child Health and Human Development](#) (NICHD),

*“Reading is the single most important skill necessary for a happy, productive and successful life. A child that is an excellent reader is a confident child, has a high level of self esteem and is able to easily make the transition from **learning to read to reading to learn.**”*



# Phonics

- Reading begins with phonics – teaching the sounds that letters make.
- Progressive programme which introduces two sounds per week.
- Sounds e.g. 'a' and 't' are taught alongside letter names.
- Not in alphabetical order so as 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.
- 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.





# Writing

- Children progress from learning sounds to blending them together to make simple CVC (consonant-vowel-consonant) words e.g. sat, cat
- We then move on to constructing and then writing sentences.
- Technical aspects of writing such as capital letters, finger spaces and full stops are a main focus for teaching writing.
- At the same time, children learn about the structure of familiar stories (such as fairytales) to allow them to eventually write their own simple stories.

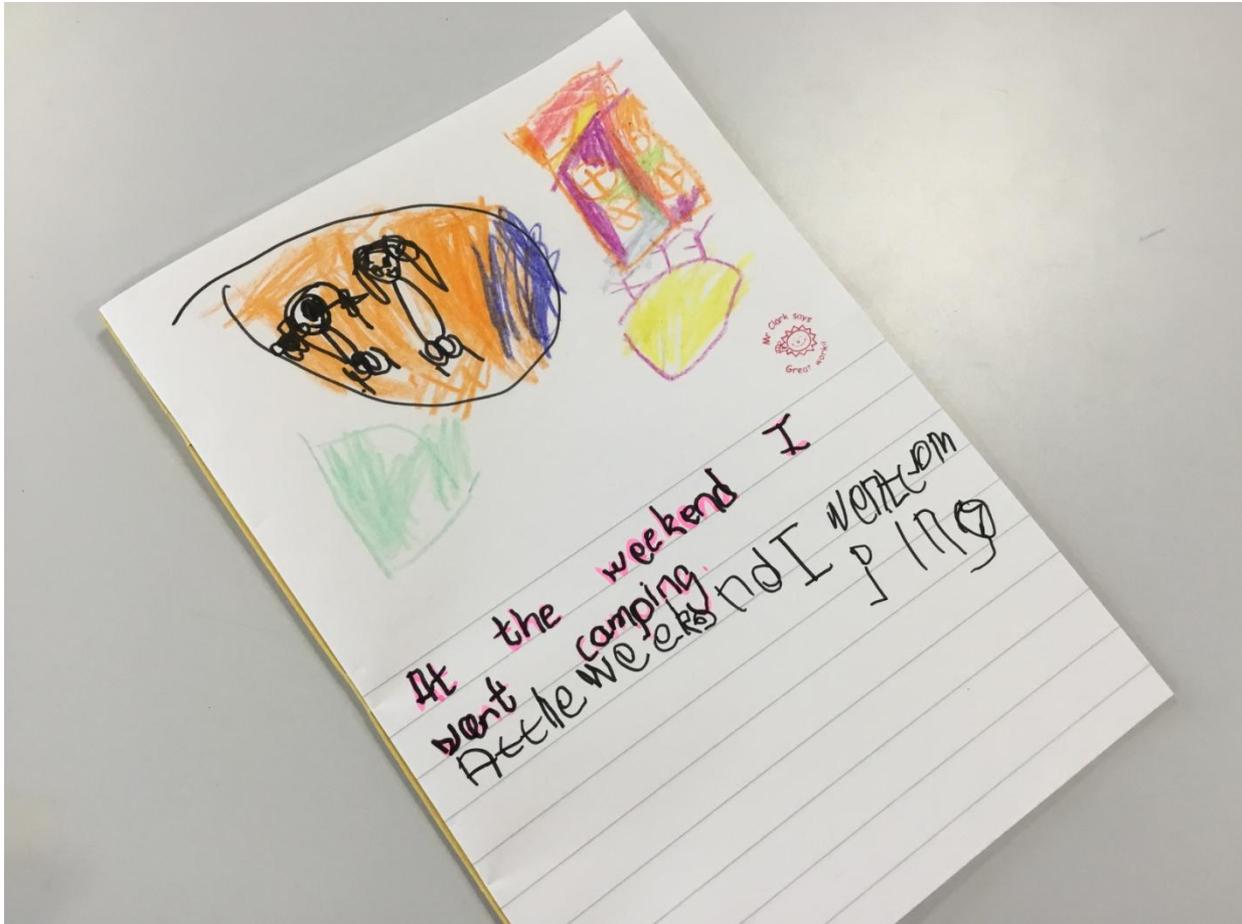


# Examples of Early Level Writing



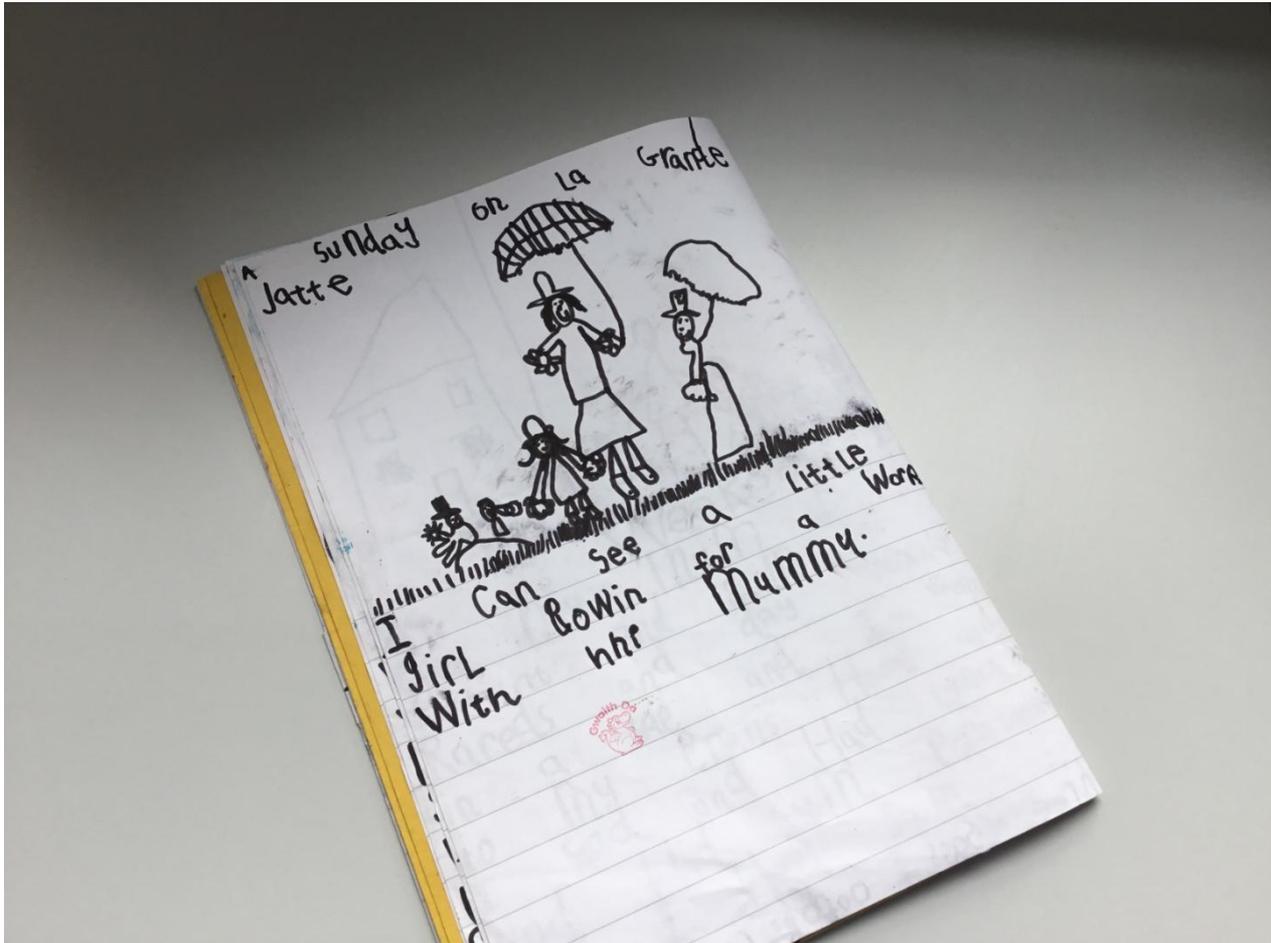


# Examples of Early Level Writing





# Examples of Early Level Writing





# Pencil Grip and Formation

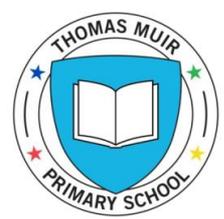
- Correct pencil grip is an important aspect of writing. The correct pencil grip will allow ease of movement and correct formation of letters.
- In school, we encourage the correct pencil grip and children take part in a range of activities to increase hand strength and develop fine motor skills.





# 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.



# 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

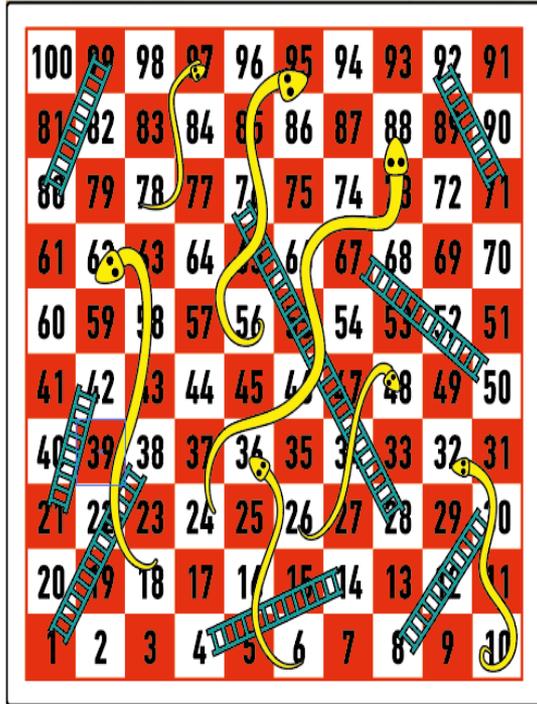
# Numerals are Abstract



0 1 2 3 4 5 6 7 8 9 10



# Importance of playing with dice and dominoes



Each child has received a game of snakes and ladders home to play throughout the year.



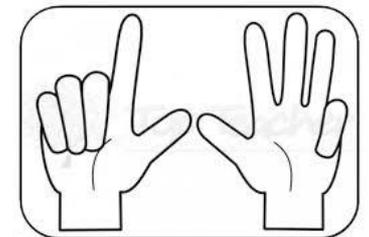
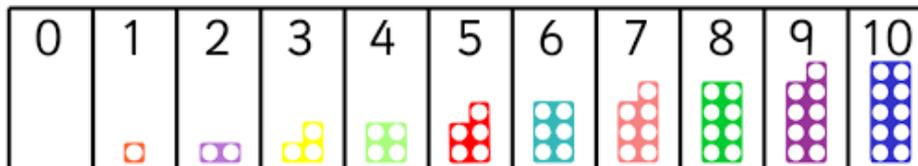
# Other Areas of Maths

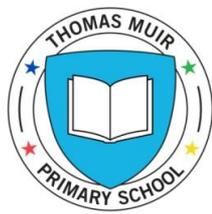
- Throughout the year different areas of Maths will be taught.
- These areas include Shape, Money, Measure and Data Handling, Symmetry and Time
- Number, addition and subtraction will continue alongside these other subjects and links are made between them e.g. counting sides of shapes and reading numbers 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 are able to 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 folders issued this week.
- Written activities issued on Monday to be returned by Thursday.
- Reading books will run from Monday to Friday.
- Short bursts, 10 – 15 minutes. Nightly reinforcement of class learning.
- Try to fit into family life – any problems please let us know.
- Home Learning folders should come in every day.
- Will contain word walls, reading books, maths activities and home learning jotters.
- Home learning provides daily opportunities to build responsibility and independence.

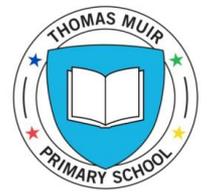


# Phonics

- Each week, your child will have one or two sounds written in their homework jotter.
- Children should use the letter to practise formation and then draw pictures of things beginning with the sound.
- Help your child to write words using the sounds when they are ready.
- Additional blending homework will be issued next term.



# 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 Bug Club and Storyworlds.
- Bug Club books and resources are available to access online and all children will receive a log in when they begin reading these books.
- 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.





# Reading Books



- 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.
- 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, and what their favourite part or character was.



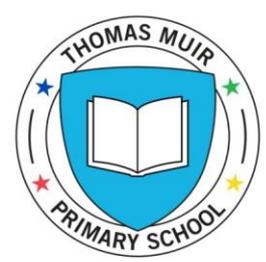
# Word Walls

- Contain words already taught in class to be reinforced at home.
- Look at letters within words as well as whole words.
- Matching (snap), copying, ordering into sentences, finding words in other places, find missing words etc.

are	but	eat
here	in	it
not	said	the

Name \_\_\_\_\_

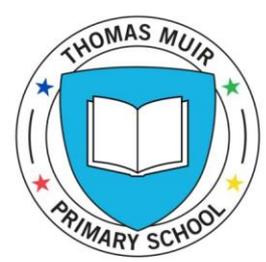
SW Stage 2 Wordwall 2



# Learning in Other Areas



- From time to time your child will have homework tasks relating to numeracy and different topics and areas of the curriculum i.e research, practical tasks, outdoor learning tasks.
- These will vary depending on class topics and interests of children.



# Play 2 Learn

- Piloted in 2016.
- Nominated for a Quality Improvement Award in 2017.
- Now adopted by a large number of Primary Schools across East Dunbartonshire.





# Why Play?

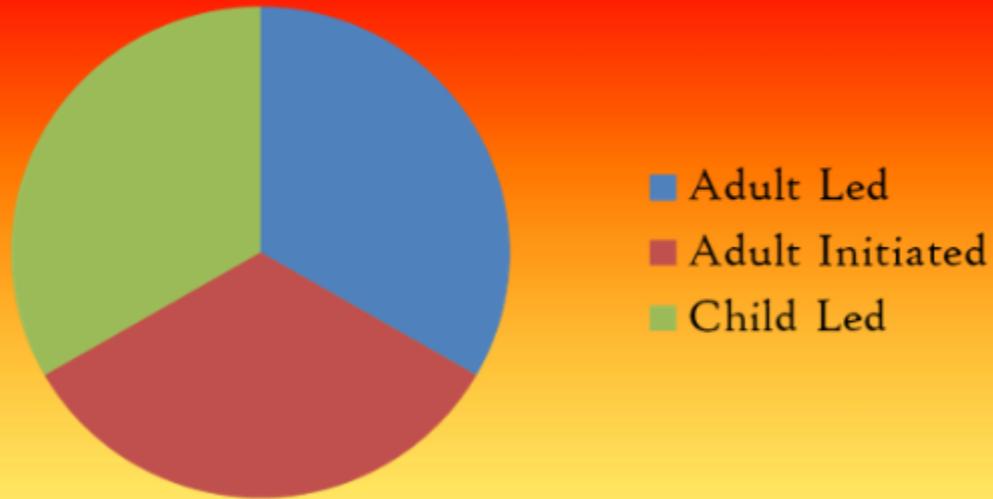
- Play is one of the chief developmental tools of young children.
- Every child feels successful at play.
- Play has a low entry point and a high ceiling.
- Play builds self confidence, independence and social skills.



# Play 2 Learn

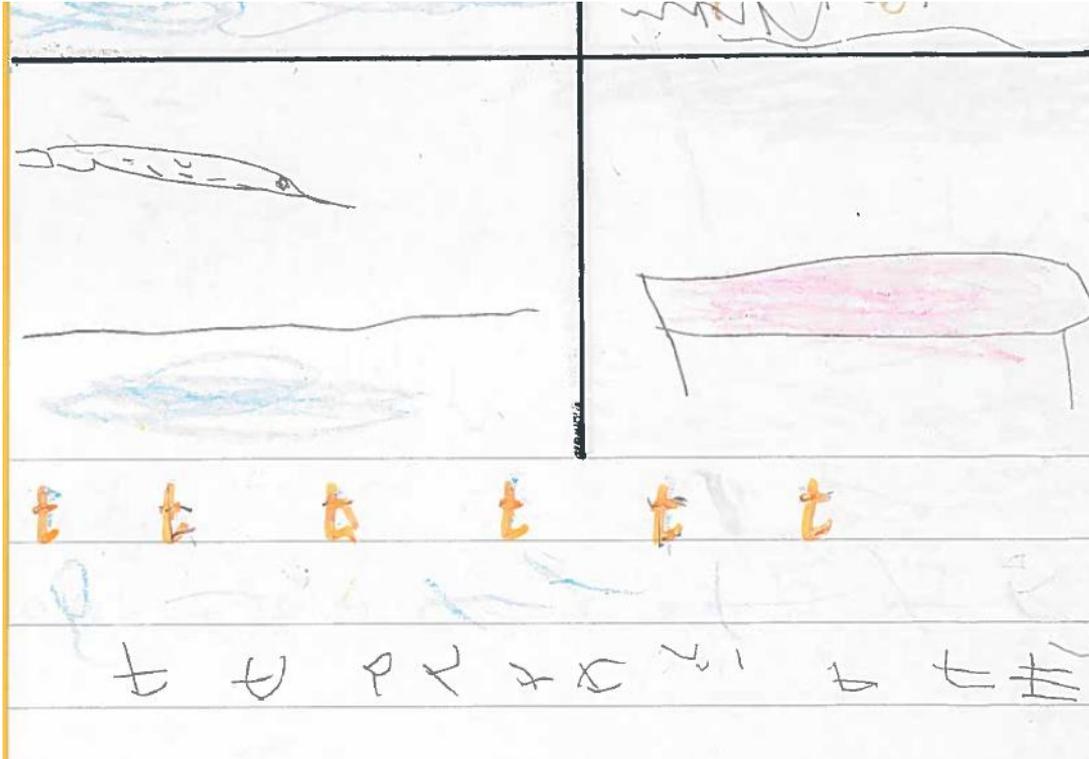


Learning Type





# An Example





# How to get involved



- We want to work together with all parents and carers at Thomas Muir to make the school the best it can be for our children.
- We want to hear your views and comments about everything that happens at school.
- PTA and Parent Council meetings – check website and Twitter for details.
- Regular parent focus groups will run to gather views about the curriculum and home learning.
- All skills and talents are welcome!



# Thank-you for listening!



- Please take the opportunity to go along to class bases and take a look at some of the resources we use in Primary 1.
- Enjoy a cup of tea or coffee and a biscuit.
- Miss McGillivray, Miss Coats, Miss Smith, Mrs Johnstone, Mr Clark and I will be available to answer any questions you may have about the presentation.
- We would really appreciate feedback on the open evening – please fill out an evaluation form.