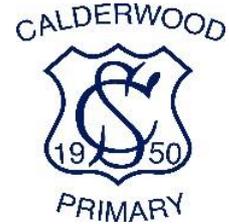


P1 Curriculum Information



Calderwood Primary School

Session 2021/2022

Curriculum for Excellence

The curriculum in Scotland is a Curriculum for Excellence which starts at the age of 3 and ends at the age of 18. Your child will have started their journey through this when they started nursery. The overall aim of the curriculum is for children to achieve these 4 capacities and become:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

This is achieved by engaging in a range of experiences and outcomes. Within P1 your child will continue to work through the Early Level of the curriculum by developing their knowledge and understanding and enhancing their skills for life, learning and work.



Literacy in Primary 1

Literacy and English consists of three organisers;

- Reading
- Writing
- Talking and listening.



Talking and listening is a key focus, especially within Primary 1. The children will experience opportunities to use talking and listening skills on a daily basis across the curriculum. Throughout the week, children will read every day but will have three 'reading' lessons and two writing lessons each week.

Children will learn through an active approach. Active learning is essentially an 'active environment in which to learn'. It is an extension of some nursery approaches as well as play-based approaches to learning.

Key Listening Skills

- Sitting still
- Staying quiet
- Looking at the person talking
- Listening to all the words



Children are playing various games to help reinforce these skills in order for children to become more familiar with our expectations. Please practise these at home.

Phonological Awareness

We focused on phonological awareness at the beginning of this session - this is simply an awareness of the sounds of spoken language. Studies have shown that this is the best way to prepare children to learn to read, which is why we've devoted the first few weeks of P1 to this. The children will be better readers if they can hear and differentiate sounds at the beginning, middle and end of words. Key focuses are:

- Rhyme
- Syllable identification
- Initial sounds
- Alliteration



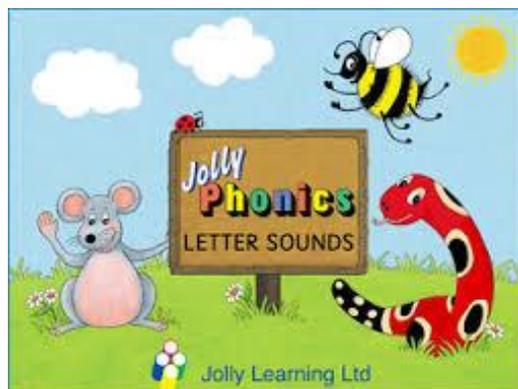
Phonics

Our formal phonics program has begun and the children will be introduced to a new sound on a daily basis. We are using the North Lanarkshire Active Literacy pack to assist us in the teaching of phonics. Phonics are the sounds the letters make within a word and not their letter name e.g. a (sound ah)/A. These won't follow the order of the alphabet either - they are in a particular order so the children can begin to make words early on. For example, once we have introduced S, A, T, P, I and N, they can already make words such as sat, pat and tap. Please don't rush ahead, focus on one sound a night if you can in line with what the children have been taught that day

The Jolly Phonics website is great - if you're unsure of the sound or the song that goes along with it you can access it there - the app is also great.

Please encourage children to form letters in the way they've been taught. This helps with handwriting all the way through school and spelling - shape/pattern can help you remember how to spell words

Every child will be given three common words a week. Please practise these at home and consolidate as often as possible.



Pencil Control

Please encourage the idea grip below:



How you can help support literacy at home..

- Please read **every day** and allow children to choose books at home for enjoyment as well as going over their reading book
- Practise sounds and spot them in the environment!
- Practise reading the tricky words 'in a snap'
- Reinforce listening skills.

Numeracy and Mathematics



The concepts of numeracy and mathematics are covered daily. This is done discretely in specified numeracy lessons and activities, and also through interdisciplinary learning which occurs in other areas of the curriculum, including topic work. Numeracy and mathematics are taught through whole class lessons, group and individual work. Concepts are visited on an ongoing basis throughout the school year. To help support your child's learning at home make as many **links to everyday life as possible**: counting opportunities, days of the week, counting and recognising coins, opportunities to sort, access to paper and pens to record numbers, setting the table and helping with cooking.

Topics and Concepts Covered

Number: counting, ordering, recognising, number language, sequencing, addition and subtraction

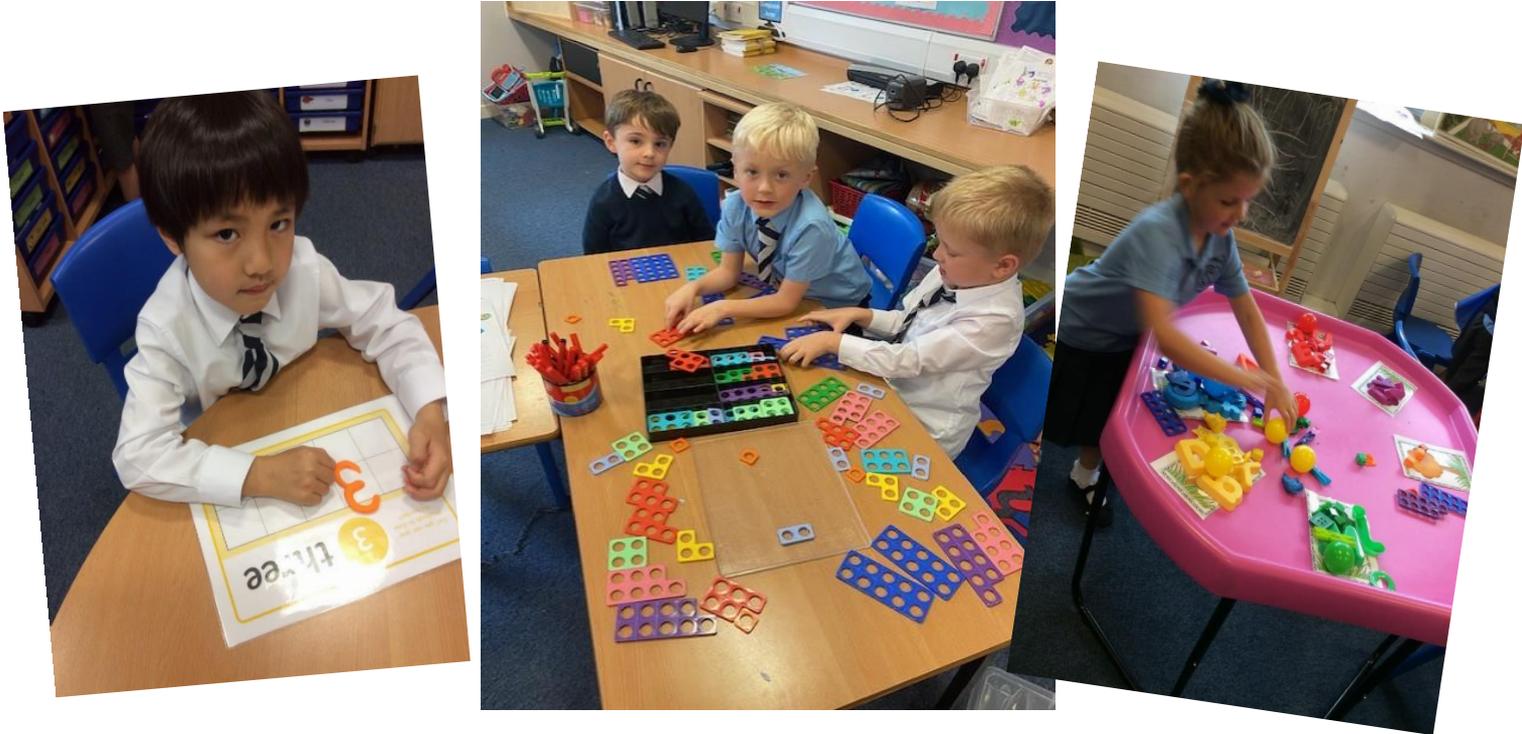
Data and Analysis: sorting and matching using different criteria, information handling (pictograms, bar charts)

Patterns and relationships: Pattern making and continuing patterns

2D and 3D shape: investigating, sorting, describing and creating

- ▶ Time: day/night, morning/afternoon, days of the week, seasons, months
- ▶ Time: o'clock digital and analogue
- ▶ Money: recognising and using coins
- ▶ Measure: language of weight, capacity and length
- ▶ Fractions: sharing groups of items

Maths in Action



Numeracy Resources and Activities

- Concrete materials
- Teacher-made resources
- Interactive learning ("show me" boards, number fans, video clips)
- Outdoor learning
- Visual displays
- Consolidation activities carried out during play
- Number stories, rhymes and songs



Developing Early Learning through Play

A play based approach to learning has been adopted at Calderwood. Lots of studies support the use of play at this stage in a child's development. It is used to consolidate previous learning, however new concepts are always teacher led. Through play children can repeat, rehearse and refine skills and are given lots of opportunities to do this. Play is set through a meaningful context and allows the child to lead and be responsible for their own learning. There is a balance between adult-directed activities and child-initiated play. The play opportunities given to children enable them to make meaningful connections to the world around them.

Through planned play children are developing skills in:

- Decision making
- Imagining
- Reasoning
- Predicting
- Planning
- Experimenting with strategies (trial and error)
- Recording
- Working with others



SORRY
about the
MESS
but we are
LEARNING
here.

The Role of the Teacher in a Play Based Environment

- Modelling appropriate and a range of language
- Creating challenges and problems for the children to solve
- To encourage and stretch out children's thought processes
- Encouraging children to be creative
- Help children make links to previous learning, experiences and connections to the world around them
- Effective questioning to develop and extend children's play

Examples of Play Resources

- Home Corner (kitchen, plastic food, prams)
 - Loose parts (pegs, pebbles, buttons, shells)
 - Building materials
 - Play Doh
 - Number resources (dominos, dice, numeracy games)
 - Writing materials
 - Doctor's surgery
 - Shop
 - Mechanic's work station
 - Art materials
-

Play in Action at Calderwood

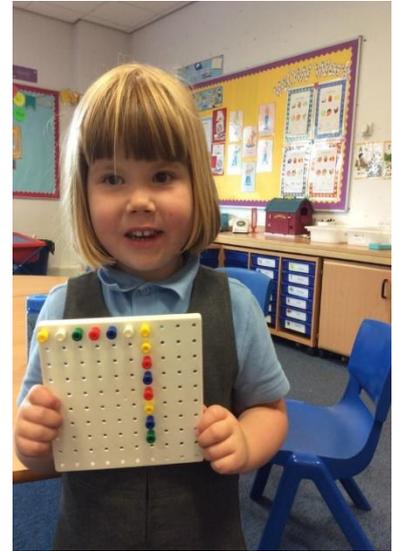
So far we have...



Practised our cooking skills in the kitchen



Worked collaboratively to make a 'sticklebrick' masterpiece



Used the peg boards to make numbers and letters



Role-played schools and being the teacher!



Made sandcastles and searched for treasure