



Riverbank Primary School and Nursery Class



R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥

Riverbank Primary School Primary 1 Curriculum Afternoon

The background is a green chalkboard. In the lower-left area, two pieces of pink chalk are lying on the surface. One piece is standing upright, and the other is lying horizontally next to it. There are several faint, white chalk drawings on the board: a large, stylized 'C' or 'G' shape on the left, a large 'V' or 'Y' shape in the center, and a small, simple arrow pointing upwards in the bottom-left corner. The text 'Health and Wellbeing' is written in a bold, teal-colored font on the right side of the image.

Health and Wellbeing



Starting Primary School

Some helpful Tips

1. Have Patience
2. Establish Routine
3. Show Interest
4. Encourage Them
5. Time to Relax
6. Spend Time Together
7. Have Fun
8. Talk To The Teacher
9. Look After Yourself

Nurture

Six Nurture Principles

1. Learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for development of self-esteem.
4. Language is understood as vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.



Rights Respecting School

- to be healthy and happier
- feel safe
- have a better relationships
- become active and involved in school life and the wider world



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The children are the Right Holders

The adults are the Duty Bearers



A Right to Play

(Article 31)

Adults will organise the
playground equipment.

We will play the toys
carefully and tidy them
away.

A Right to be Safe

(Article 19)

Adults will encourage us to
play gently with each other.

We will be gentle with our
hands, feet and words.

A Right to be Heard

(Article 12)

Adults will listen to us and
give us the chance to talk
about things.

We will speak to others in a
respectful way, we will be
honest, and we will listen to
others.

A Right to Medical Care

(Article 39)

Adults will help us and
provide First Aid, if we are
hurt.

We will play carefully and
ask the adults for help when
we need it.



Riverbank Primary School and Nursery Class



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Many Hearts Make Our Family

Whole School Charter

Children Will	Adults Will
Show everyone respect and understand that we are all individuals	Treat all children with respect
Share their opinions and ideas in a respectful manner	Listen to the views of the children and action them whenever possible
Show good manners and listen to staff and other pupils	Treat everyone as an individual and respect differences
Always be kind and gentle with one another	Promote kindness and gentle hands.
Look after each other and show safe behaviours	Look after every pupil and keep them safe
Work to the best of their ability and allow everyone else to do the same	Create and deliver a challenging and engaging curriculum
Look after and respect the environment by tidying up, using litter bins and being responsible with resources	Provide a safe and clean environment for learning
Include everyone	Encourage children to play together and include everyone

Our Values



Riverbank Primary School and Nursery Class

R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥



Celebrating Success!

- We celebrate children's achievements in school and also their wider achievements.
- Weekly assemblies provide an opportunity to celebrate.
- Riverbank Recognition Award
- Over and Above
- Guess What? Outside school achievements
- Class assemblies showcasing learning





Parental Involvement

- Parents are consulted regularly throughout the year on their child's learning; curriculum events, open events, class assemblies, jotters sent home, parent nights, interim report and final end of year report.
- Monthly School and Nursery Newsletters
- Weekly Updates
- Class Newsletters
- Twitter
- Group call email
- Surveys / Focus Groups
- Parent Council



Parent Forum and Parent Council

Every parent is a member of the parent forum.

Being a member of the Parent Council is one way of taking an active role in your child's education.

Meetings are roughly once a month in school.

The work the Parent Council does in supporting the staff and children is so valuable and we would be lost without them. Always welcoming of new members.



Supporting Children

Children can have different needs at different times. We sometimes liaise with other agencies who have expertise in an area to aid us in providing the best possible opportunities for your children.

Examples of agencies outside of education are psychological services, speech and language therapy, occupational health etc.

GIRFMe Plans – Targeted Support Plan

Some Daily Routines

Lunch

- Children are given options every morning to choose from
- NLC website has an option to sign up for weekly menu to be emailed to you. Also on our App
- P1-P5 Free School Meal entitlement
- Social seating with class/year group friends
- Responsibility to clear up after eating

Snack

- Keep separate from packed lunch

Coats/Jackets etc

- Please label to help with lost property
- Children encouraged to become independent
- Suitable clothing as weather changes

The background of the slide is a green chalkboard. In the lower-left area, two pieces of pink chalk are lying on the surface. One piece is standing upright, and the other is lying horizontally next to it. There are several faint, white chalk markings on the board, including a large 'C' on the left, a large 'V' in the center, and some other indistinct marks. The text 'Literacy and Numeracy' is written in a bold, blue, sans-serif font on the right side of the image.

Literacy and Numeracy



What We Teach – NLC Active Literacy

- Reading
- 2 sounds/names per week (a & t)
- 3 words per week – (a, at, I)
- 81 common words (daily flashcards/spelling)
- 2 books per week (book features, comprehension, prediction, reading strategies) – Fiction & Non-Fiction
- 1 phoneme per week (sh, th, ay, etc)

Phonics



Active Literacy Phonics is a systematic Synthetic Phonics approach

- The Smallest unit of sound is a **phoneme**. A **grapheme** is the written representation of the phoneme
- A phoneme can be a **single** letter (e.g. 'c') or it can be **two** (*sh*) **three** (*dge*) or **four** (*ough*) letters

Sunnybank



m

- 1) Lips together
- 2) (sound is coming out of your nose for this sound)

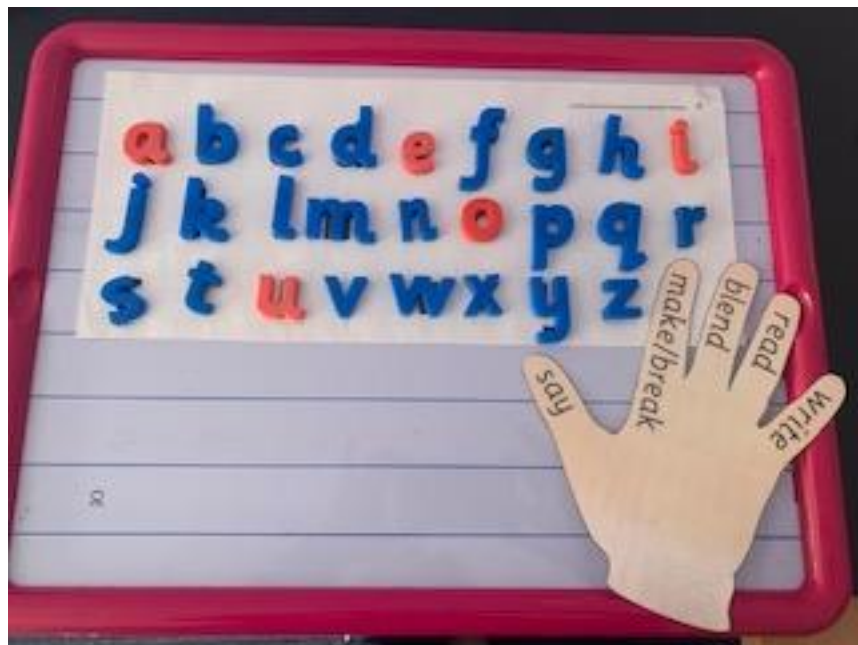


- ⇒ Practice saying “mm” like you would say after a good dinner—rub tummy.
- ⇒ “m” is voiced

Sunnybank Colour Coding



Teaching Phonics



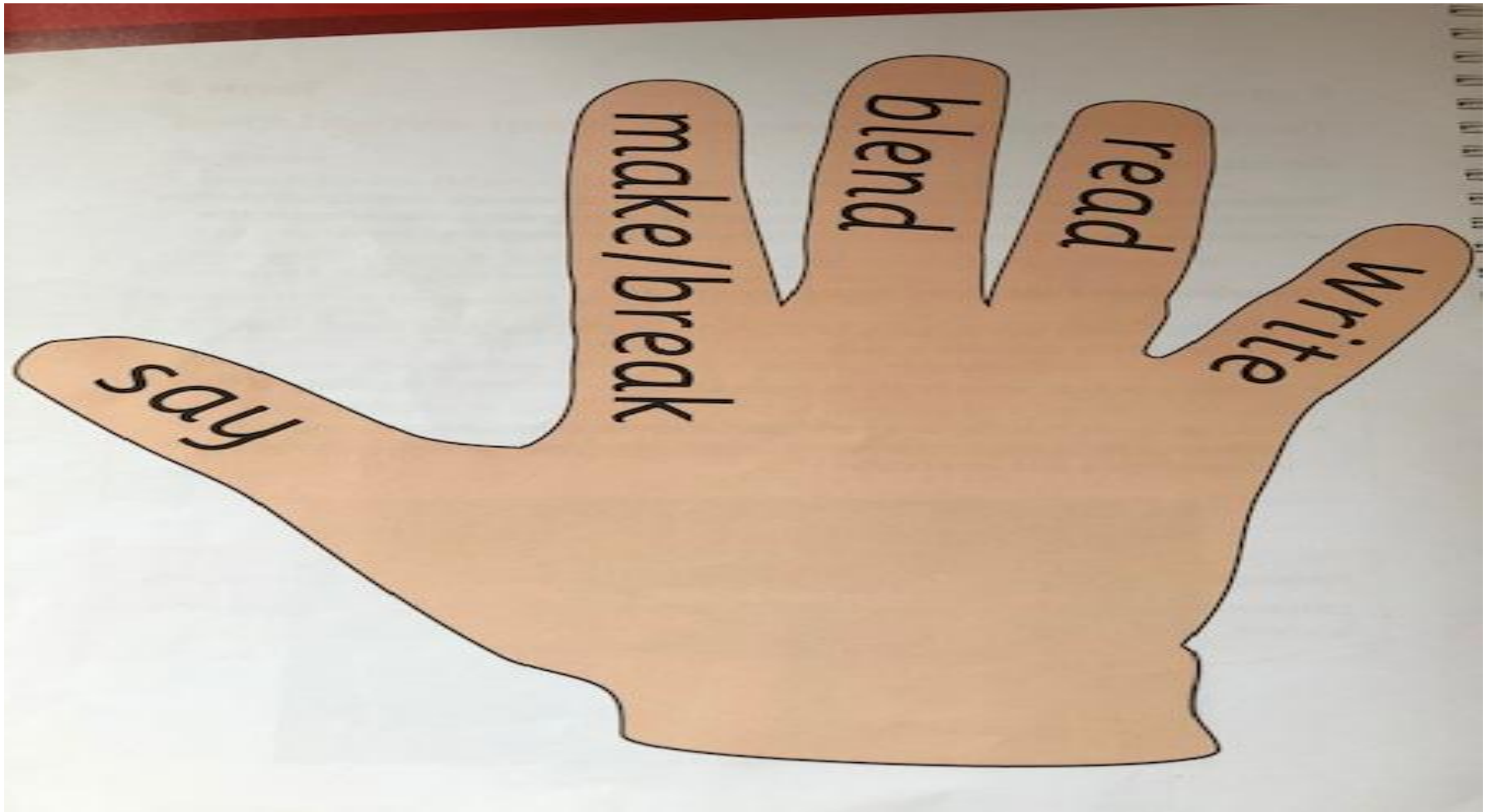
Term 1 overlay – alphabet sounds



Term 2* overlay – alphabet sounds with Elkonin box.

This is generally the overlay that is used once all pupils know their alphabet sounds (January for most).

The 5 finger approach to word building



Reading Task



U / d *



U/ d*E The Dog



The dog is in the park.

U/ d*E =I =n U/ >Δ@0



The dogs play.

U/ d*E >*Δ@



The dog likes bones.

U/ d*E x=0/I 0*n/I



I love the dog.

= x*/ U/ d*

What reading skills and strategies did you use to work out (decode) the text?



Reading Strategies

- Picture clues
- Left to right directionality
- Shape of symbols (letters/words)
- One-to-one correspondence
- Repeated text
- Sound right?

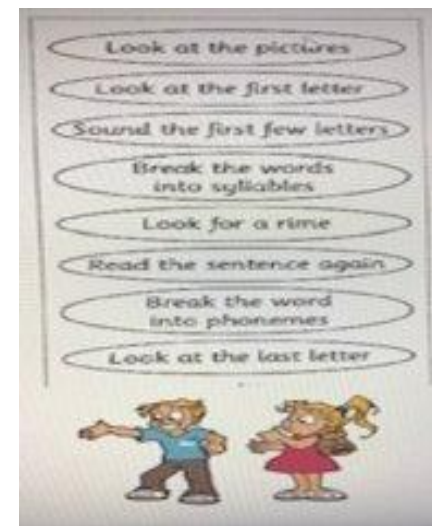


How do you teach reading?

1. Hearing & distinguishing sounds
2. Learning the relationship between sounds and letters
3. Understanding how to hold and approach a book
4. Using picture clues
5. Word reading
6. Fluency and expression
7. Comprehension
8. Analysis & Evaluation of Writer's Craft

Word Attack Strategies

- Look at the pictures
- Look at the first letter
- Sound out the first few letters
- Break the words into syllables
- Look for a rime
- Read the sentence again
- Break the word into phonemes
- Look at the last letter





What We Teach – NLC Active Literacy

- Writing
- Letter Formation
- Word Building (a, t, s, p, - cat, pat, sat)
- Spelling (strategies)
- Sentence Building
- Daily Writing – phonics, spelling, reading
- IDL – emerges from other subjects
- Taught Writing (genres) – weekly taught sessions

What do children need to do when learning to write?

They require to:

- ✓ hold a pencil, form letters (that make words) and make their writing legible
- ✓ understand the phoneme/grapheme relationship to make words and recognise them in print
- ✓ understand how to build a sentence using a combination of common words and phonic knowledge. They need to check that their sentence makes sense.
- ✓ use the appropriate tools for writing when forming sentences - capital letter, full stop and finger spaces
- ✓ Access the learning environment for vocabulary, ideas etc. This requires them to be able to copy
- ✓ Build their ability to write more than one sentence. Once they can do this well, the joining word can be used to link more than one idea/sentence.



Pre-writing shapes

- Pre-writing shapes are the pencil strokes that most letters and numbers are made up of.
- They are typically mastered in sequential order.
- Between the ages of 4 – 5.5 years a child should be able to copy the shapes below.

Pre-writing shapes





1 to 1 ½ years
Cylindrical Grasp



2 to 3 years
Digital Grasp



3 ½ to 4 years
Modified Tripod Grasp



4 ½ to 7 years
Tripod Grasp

Towards independence

- Overwriting
- Underwriting
- Independent Writing

The 7 Stages of Writing Development

- Stage 1: Drawing and Scribbling
- Stage 2: Letter-like Shapes
- Stage 3: Attempt to copy some Letter Shapes
- (Overwriting and Underwriting)
- Stage 4: Writing Letter Strings (first stage of independence)
- Stage 5: Writing Words
- Stage 6: Writing Sentences
- Stage 7: Writing Text (3 or more clauses or sentences)

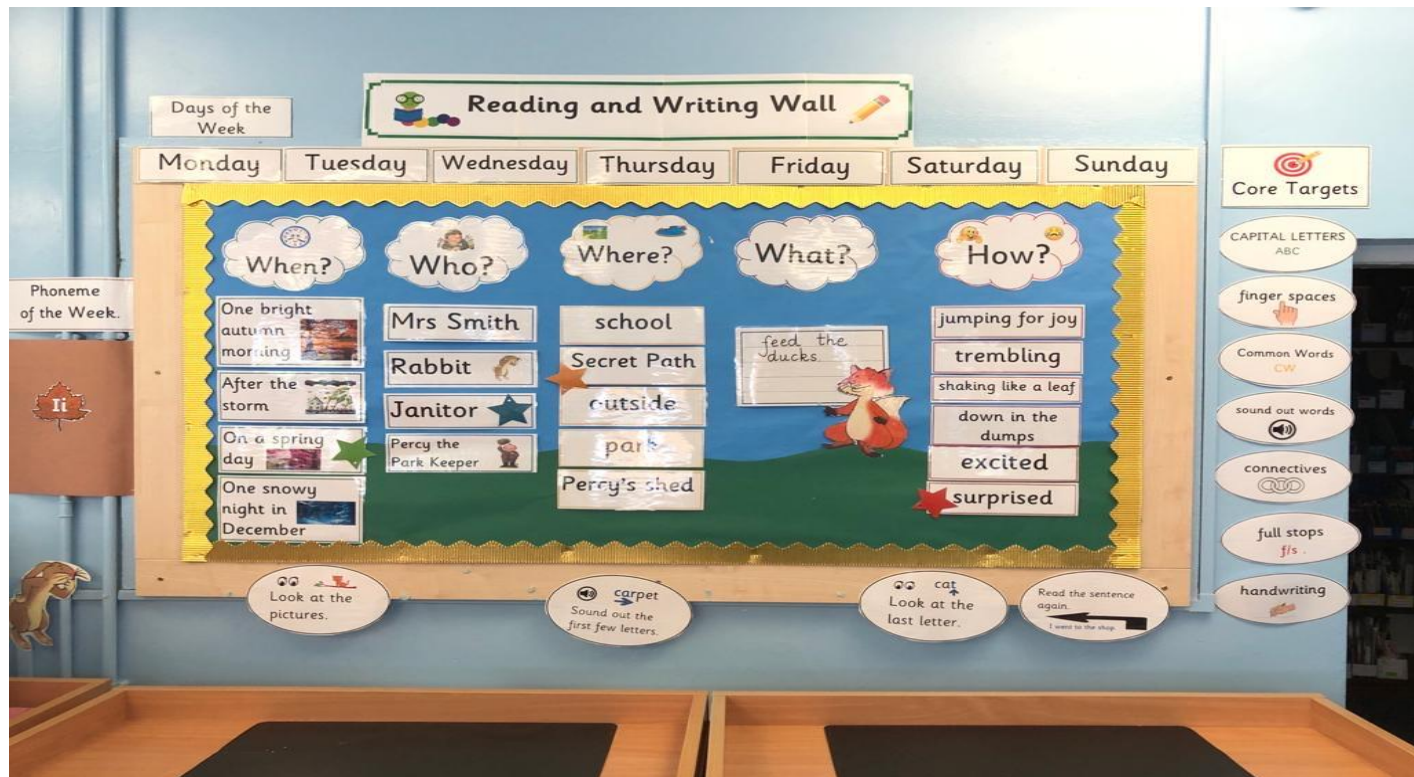
What We Teach - NLC Active Literacy

Writing - Spelling Strategies

- **Phonic Knowledge** - knowledge & application of phonics (**sh**op)
- **Syllabification** - breaking words into syllables -each syllable will contain a vowel eg: yesterday - yes ter day
- **Word Shape** - the
- **Words within a word** - (e.g. another an the other)
- **Compound words** - (e.g. homework home work)
- **Analogy** - You can use words that you already know to help you spell others by using the rhyme (e.g. light bright fight)
- **Mnemonic** (memory aid) - (e.g. because - big elephants can add up sums easily)
- **Spelling Rules** - (e.g. 'i' before 'e' except after 'c' ceiling brief)



A reading and writing wall can help to provide pupils with vocabulary/language and ideas for writing that link with the target genre(s).



What We Teach - NLC Active Literacy

Listening and Talking

- Taught throughout the curriculum
- Tools - turn taking, eye contact, listening, contributing, asking & answering questions, following instructions
- Participates in songs, rhymes, stories
- Engages with and listens/watches stories, texts etc
- Listens & contributes during direct teaching



Numeracy

Number, Money and Measure

- Number to 10 – *formation, counting on/back, place/value, number before/after/between*
- Number to 20 – *as above*
- Addition & Subtraction to 10
- Money to £2 – *identifies coins, addition & subtraction to 10p*
- Measure – *compares height, weight, capacity etc*
- Time – *days/months/ seasons, morning/afternoon/night, O'clock analogue/digital*

A decorative background on the left side of the slide, featuring a green chalkboard with two pieces of pink chalk and white chalk drawings of a curved line and an arrow.

Numeracy

- Shape, Position and Movement
- 2D Shape – recognise, name, sort, describe
- 3D Shape – as above
- Position & Movement – simple directions & positions
- Symmetry – create simple symmetrical pictures

- Information Handling
- Collect & organise objects
- Interprets simple graphs
- Asks and answers questions about data
- Applies counting skills to answer questions

Active and Fun Tasks

Learning is active and interactive

Magnetic boards

Sand

Play doh

Foam

Jigsaws

Formation Boards

Concrete Materials

Jigsaws

Games

Ipads

SmartBoard

And More ...





Play

- Play is a vital part of children's learning.
- In order to support the transition from nursery into Primary 1 the children will spend time throughout the day completing a range of play tasks linked to developing social skills and friendships as well as literacy and numeracy skills.
- Types of Play:
 - Adult led
 - Adult Initiated
 - Child led
- Free Play – **Inquiry** – **Collaborative Play** – Playful Learning – Learning Games

Homework



Primary 1 Spelling Activities W/B 11.9.23



5	11.09.23	a t	a I at
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Above are the spelling words and phonemes to practise this week at home.

- You can practise these words by making your own flashcards (just like your teacher) and ask an adult to help.
- Write out your spelling words in your homework jotter and your whiteboard if you have one, you can take a photograph and stick it in your jotter too!
- Use the Spellwell sheet in the Spelling folder on Teams and pick 2 activities to complete in your jotter.
- Go on a sound hunt around the house or garden, see what you can find with you sounds...apple, tub, spoon, insect, etc
- Use a magnetic board, play the "Find me...(sound game)". Bring down each week's sound to make your new spelling words. How many can you make?
- Have some fun with Playdoh, paint, shaving foam, lentils or other creative materials you have to make your spelling words. (Share any photos of these in your jotter too.)

Here are some useful websites to visit~

Doorwayonline~

<https://www.doorwayonline.org.uk/activities/letterformation/>

Jolly Phonics Songs ~

<https://www.dailymotion.com/video/x2wpdvv>

Mr Thorne Does Phonics ~

https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

Alphablocks ~

<https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>



Primary 1 Numeracy Activities



In class we will be counting to work on our Number programme.

- Please try to practise every night.

You can write your numbers in your homework jotter and practise them verbally.

- In class we can count to 100, but we are focusing on 0-30 at this time.

(Recognising, counting objects, forwards/backwards etc)

Have a look at the 'Maths Task Grid' within the Numeracy File for some ideas for numeracy activities to complete. There is also a PowerPoint to help practise counting.

Try out some of these games online.

- [Top Marks ~ Caterpillar Ordering](#)

- [Top Marks ~ Teddy Numbers](#)

Also, just now we are working on number formation, the website below will be useful when trying to get the correct number shape.

- [Number Formation](#)



Homework Hints

- *Homework will be given on Monday for week*
- *Spend around 20mins each night*
- *Sit in a quiet area*
- *Spelling – look, say, cover, write, check*
- *Reading – try to use strategies*
- *Reading – discuss story*
- *Maths – use materials (pegs, toys etc)*
- *Play games & make it fun*
- *Use environment*
- *Read books*
- *Engage in homework activities*

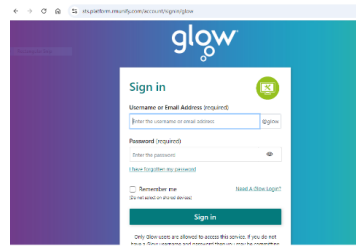
Accessing Homework on Teams.

Your child's teacher will send out homework via the Microsoft Teams App. Homework will be completed in their homework jotter and returned to the class teacher each week.

The following instructions will help you to access Teams.

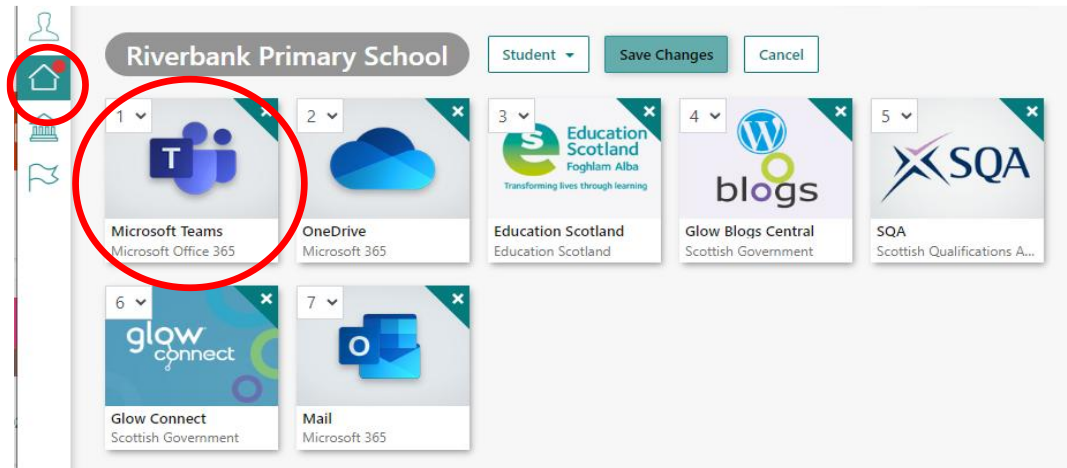
Accessing Teams via Glow

First connect to Glow at <https://sts.platform.rmunify.com/account/signin/glow>



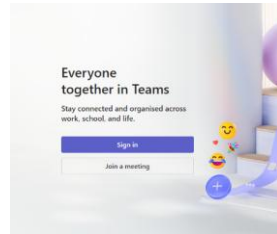
Login using your child's username beginning gw.

Your child will be asked to change their password the first time they log into Glow.



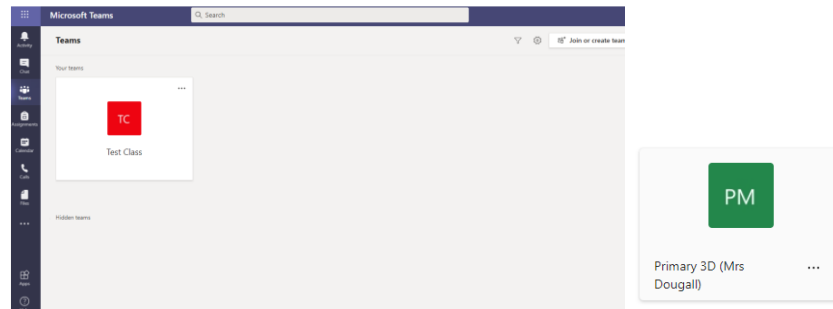
Select the house icon on left of screen to access the Riverbank Launch pad, then select the teams icon.

You will see this screen. Choose “Sign in”

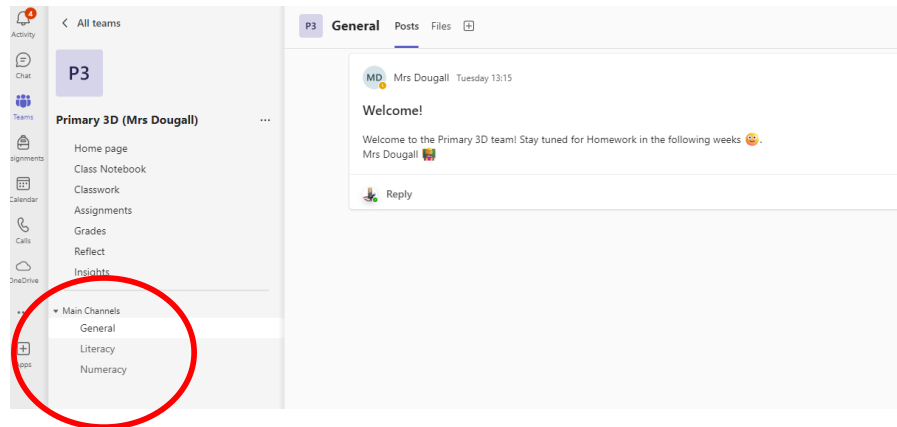


You will see the Teams you are a member of. Each class will have their own team icon.

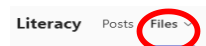
Click on the Team you want to enter.



When you click into a team you will see a screen like this. There are 3 channels in the team General, Literacy and Numeracy.



General information will be posted in the general channel. Specific Literacy and Numeracy homework will be found in a group folder in the files section of the relevant channel.

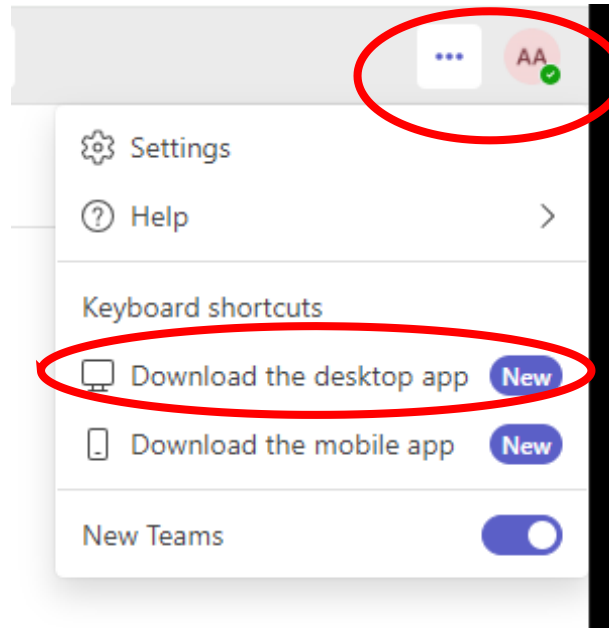


Accessing Teams using a mobile/tablet/desktop app

Teams is a free app which you can download for **Android** through **Play Store** or for **Apple** through the **Apple Store**.

You can also download Teams to your laptop desktop the first time you log into Glow.

Click on the 3 dots at the top on the screen and select download the desktop app.



Once the download is complete you will need to sign in using the Glow login details provided.

Please note, if more than one child is using the same device they must sign out of teams before another user can access it.