



PRIMARY 1 NEWSLETTER

Literacy

Children are developing their phonological awareness through participating in many multi-sensory and active learning experiences e.g. action songs, stories, sound tubs, treasure hunts, magnetic letter boards and sand trays. They will continue to develop their awareness of letter sounds and their ability to blend sounds as they participate in word building games/activities. Children are developing their ability to match and recognise common sight vocabulary. They have been expressing their thoughts and ideas through mark making, drawing pictures, and underwriting. Letter formation and pencil control activities are part of our daily routine. Children are developing their skills at saying colour and number sentences as they describe classroom objects. They are encouraged to listen carefully and be a quality audience when others are talking. Children have been sharing their personal news and participating in class discussions. The development of talking and listening skills is ongoing within all curricular areas.



Numeracy



Through active learning activities, children are developing their ability to recognise number symbols. They are encouraged to develop their ability to recognise quantities by looking at the visual pattern. During mental maths, 'Number Talks' are used enabling children to become confident individuals when explaining the various strategies they use to solve number problems. Children will continue to develop their skills at identifying, naming and talking about the properties of 2D/3D shapes. They will learn about data handling and use tally marks to gather information. Play-based learning will provide opportunities for children to measure weight, length and capacity using non-standard units. They sing the 'Days of the Week' and 'Months of the Year' songs.

Religious & Moral Education

Children are learning to reflect on God's love for us and to appreciate that our relationships with others are important extensions of that love. They will learn the Morning Prayer, Evening Prayer, Grace Before Meals, Grace After Meals and The Lord's Prayer. Children will celebrate Mass as we thank God for the Harvest. They will listen to the story of Creation (Genesis 1) and develop their awareness of the many gifts God has given us. Children will celebrate Our Lady's birthday (8th September).



Science/IDL

Our science focus for the class will begin by exploring the five senses (taste, touch, sight, smell, hearing). This will be followed by learning about forces, which will support the pupils' chosen topic of 'Under the Sea'.

French

Children will learn how to greet each other in French. They will learn the French words for colours and develop their ability to count from 0-10 in French.



Technologies

This term children will explore what technology is and the part it plays in our daily lives. They will develop their ICT skills as they use a variety of Apps to support their learning across the curriculum. Children will be introduced to the Seesaw app and will use this to complete activities and share their achievements.

Health & Wellbeing

P.E. – PE sessions will start with small equipment activities and end with gymnastic lessons for the final weeks of the term. Our gym days are Tuesdays and Thursdays. Children may leave their gym bag on their peg in the cloakroom.

HWB - Children have been learning the school rules and routines. They will contribute to creating our Class Charter and will discuss our school values. Children are developing an awareness of the need to respect the



Expressive Arts

Music – Children will sing songs that support their phonological awareness. They will sing action songs in order to develop their ability to keep a steady beat. Children will learn songs/hymns to sing at Mass and our Harvest celebration.

Art – Children will be developing their skills at line drawing as they create designs for their Christmas cards. They will have the opportunity to explore and create pieces of art work using cellulose paste and tissue paper.



Mrs. J. Corkindale & Mrs. S. Gladwell