# Primary 1/2 Newsletter

# Term 1: August to October

**Numeracy & Maths** 



During this term we will cover:

- Perceptual and conceptual subitising
- Number recognition, formation and representations
- Ordering and sequencing
- Shape and pattern

Our classroom activities are active or play-based, using concrete materials and loose parts. Online activities that may support learning can be found at <u>Topmarks.co.uk</u> or using the <u>Education City</u> login you will receive.

# Interdisciplinary Learning (IDL)

Here are some topics we will explore:

- Emotions
- My World and People Who Help Us

#### **Home Learning**

Home learning will be issued on a Wednesday. Only the decodable books should be returned to school the following Tuesday.

## <u>Reading</u>

Decodable texts will be issued after a set of focus phonemes/graphemes have been taught. The books may also include a few 'tricky' words. These are words that are important for beginning readers to learn, even though they include phonics code that is not taught at this stage or is unusual. We do not teach these as sight words to be memorised, we teach the tricky phonics code.

We also aim to develop a love of reading in the classroom and promote reading for pleasure. We hope you enjoy sharing regular stories at home too.

## Health and Wellbeing

Our PE days are Tuesday and Thursday.

# <u>Phonics</u>

Previous phonemes taught: /s/, /a/, /t/, /i/, /p/, /n/, /m/, /d/

To develop grapheme-phoneme correspondence children will benefit from reviewing previously taught phonemes. The grapheme tiles can be used as flashcards to support this. Show your child the grapheme and ask them to say the phoneme. Or lay them all out, say a phoneme and ask them to point to the corresponding grapheme.

The decodable word lists only include phonemes that have been taught in class. Children can use these to practise sounding out and blending phonemes to read the words.

The grapheme tiles can also be used to make the words in the word lists or any other words you can think of. You should say the word for your child to make and support them by sounding out the phonemes and blending them together to say the word.