

All About

Starting School

Troon Primary School



INFORMATION FOR PARENTS

2022

CONTENTS

- Welcome from Ms Roan
- School Information
- Breaks and Lunches
- Uniform
- Virtual Tour
- Resource List

WELCOME

Dear Parent/Carer,

As Head Teacher of Troon Primary School and Early Years Centre, I am delighted to welcome you and your family to our school. I hope you enjoy learning more about starting Primary 1 at our school and find the information helpful as you prepare for August.



Starting school is a big step for every child and we know that children and parents can experience a range of emotions at this time, from excitement to anxiety. Our aim is to provide you with as much information as we can so that you can feel fully equipped and well prepared for the first day.

Over the last two years, guidance about health and safety in schools has changed regularly however, this session, we do not expect any changes prior to August and are able to confirm details about the school day, start and finish times, lunch arrangements and daily routines.

We are fully committed to working together as a strong, vibrant and dynamic school community, building on our existing successes and achievements, and moving forward towards an ambitious and excellent future. We look forward to welcoming you and your child into our Troon Primary family.

Should you require any further information about our school please do not hesitate to contact us.

Aileen Roan

Head Teacher

School Contact Number: 01292 690069

Email: troon.mail@south-ayrshire.gov.uk

WELCOME 

START AND FINISH TIMES

Our normal school day runs from 9am until 3:15pm, however during the first few days we run slightly different start and stop times to let our new starts begin their school year in settled way.



On Monday 22, Tuesday 23 and Wednesday 24, both classes should arrive at the Primary 1 door (at the new gym) at 9.15am and be collected at 3.00pm. Staff will meet the children at the door each morning and then bring them back to the P1 entrance ready to be collected at the end of the day. From Thursday 25 August, children should arrive at 9.00am and be collected at 3.15pm as normal.

BREAK AND LUNCH

Our usual morning interval is from 10.30am until 10.45am each day, although this has been staggered since the COVID-19 pandemic with P1-4 playing at the first break and P5-7 playing afterwards. We will continue this model in 2022-2023 as it allows the children a quieter and more settled play experience.

Most children have a small snack and drink that they bring from home, this helps give everyone a little energy boost before lunch!

The playground is always supervised by adults and also senior pupils who act as buddies.

Lunch time runs from 12.15pm until 1.15pm each day. Again, this has been staggered over the last year with Primary 1-4 eating first in the dining hall at 12.15pm. Children are supervised by Catering staff, School assistants and members of the Senior Leadership team.



Pupils have the option of using our school dining facilities, bringing a packed lunch from home or going home for lunch with an adult. Almost all pupils choose to stay at school either for a school lunch or a packed lunch as this allows them more play time with their friends after they have eaten.

Our school dinner menu offers a range of healthy choices, both hot and cold, with main meals and smaller meals on offer. There are vegetarian options every day. School lunches are free for all Primary 1 children.

HOMWORK



Pupils in Primary 1 will get homework on a regular basis. This provides an insight into the type of work being done in your child's class and allows you to support the learning at home.

We anticipate homework taking between 10 and 20 minutes to complete at home and we appreciate your support with this.

Class teachers will provide further information on homework in August. This year, homework has been shared with families on 'Teams' with Primary 1 classes joining the online platform in December. Further details will be provided in August.

SCHOOL UNIFORM

Our school uniform consists of a blue sweatshirt with the school badge on, blue or white polo shirt or white school shirt with school tie, grey skirt or trousers. Polo shirts and sweatshirts, storm-proof jackets and ties are available from the school office. Blazers, sweatshirts, polo shirts, school ties and school bags can also be purchased from Ayrshire Schoolwear in Kilmarnock. A simple way to help children identify their own coat/jacket is to add a key ring to the zip.

Children are asked to provide gym kit from home, consisting of shorts, t-shirt (or polo shirt) and gym shoes. Pupils keep this kit in a named gym bag in the classroom with staff sending it home each term to be washed or size checked.



PLEASE LABEL ALL ITEMS OF CLOTHING WITH YOUR CHILD'S NAME.

THIS HELPS US TO MATCH UP LOST ITEMS WITH OWNERS QUICKLY!

THE CURRICULUM

You may be aware that the approach to teaching the curriculum in Scottish schools has changed dramatically over the past few years. A much more flexible, active curriculum is in place in order to allow children to develop their learning at a pace and level that suits them. In Primary 1, we also have a focus on play based learning to ease the transition to school.

All curricular areas remain with a greater emphasis on Literacy, Numeracy and Health and Wellbeing. Children in P1 work on the Early Level in Curriculum for Excellence, along with the nursery classes. We therefore do many joint activities with our nursery groups over the year and share learning across the classes.

One focus of this curricular change is interdisciplinary learning, where many areas of the curriculum are addressed as part of one context or topic. This allows children to make important choices in their own learning and to work together across a stage making decisions, solving problems and taking ownership of their next steps in development.

We hope that there will be opportunities throughout the year to come in to school, meet the teacher and take part in a variety of open days and curricular events. We look forward to working together with you over the coming years.

curriculum for excellence



PREPARING YOUR CHILD FOR SCHOOL

1. Encourage your child to become independent.

- leave him/her for short periods with relatives or friends
- allow him/her to select his / her own clothes and dress independently
- permit him/her to carry out simple tasks/messages
- assure your child that you are always there if he/she needs you

2. Build his/her self esteem

- encourage your child to attempt new tasks
- never belittle your child if he/she cannot master something new
- a child learns through praise

3. Build on his/her strengths

- If your child likes to draw, read books or complete jigsaws and games make sure that there are opportunities for these activities to take place
- make time to talk with and listen to your child
- spend quality time with your child - listening, talking, playing and sharing

4. Build on and recall previous experiences

- a visit to the park - talk about what you saw there, what did they like/dislike, draw or paint about the visit, read books about the park. At a later date, remind your child of this visit and repeat it with a view to looking at or doing different things on the next visit.
- the example outlined above can be used for any visit - shopping, zoo, staying at gran's etc.



PREPARING YOUR CHILD FOR SCHOOL

5. Introduce new experiences

- these need not be costly days out, consider simple things - a bus or train journey, a visit to the local library, museum, cinema, leisure centre
- make use of friends, relatives and grandparents

6. Encourage him / her to mix with other children

- invite friends with children to visit
- allow your child to play at other children's houses

7. Encourage the correct attitude

- encourage your child to complete tasks which he/she has started
- your child should tidy up his/her own toys
- children must learn to share and not always expect to have their own way

8. Create routine in his/her life

- work out a pattern, which will be easy to follow in the morning and allow you to have a stress free period prior to setting out for school.
- ensure that your child goes to bed at a sensible time when he/she has school the next day. The correct amount of rest is vital in ensuring that your child grows both physically and mentally.



Troon Primary

Welcome 



Virtual Tour



PRIMARY 1 ENTRANCE DOORS



This is the entrance for Primary 1 boys and girls. Children will line up here at the start of the day and after playtime and lunchtime. At the end of the school day, your child will come out of this door to meet whoever is collecting them from school. Primary 1 staff will keep children with them until they can see their adult.

PRIMARY 1 CLASSROOMS



The classrooms are set up with play-based learning in mind. There are areas for messy play, role play, literacy, numeracy and digital technologies, as well as tables and chairs with a place for each child to complete quieter, independent work. Primary 1 pupils also use the play-based learning classroom and the general purpose room as additional learning areas.

PRIMARY 1 PLAYGROUND



This is part of the Primary 1 playground, where children will play with their friends at playtime and lunchtime. There are markings for games on the ground, like 'What's the time, Mr Wolf?' There will always be adults in the playground to look after the children. Primary 7 pupils often help in this playground too, to set up and play games with the Primary 1's.

INFANT TOILETS



The toilets for Primary 1 and Primary 2 boys and girls are close to the classrooms. Children are encouraged to try to go to the toilet at playtime and lunchtimes. If children need to go to the toilet when they are in the classroom they can ask their teacher.

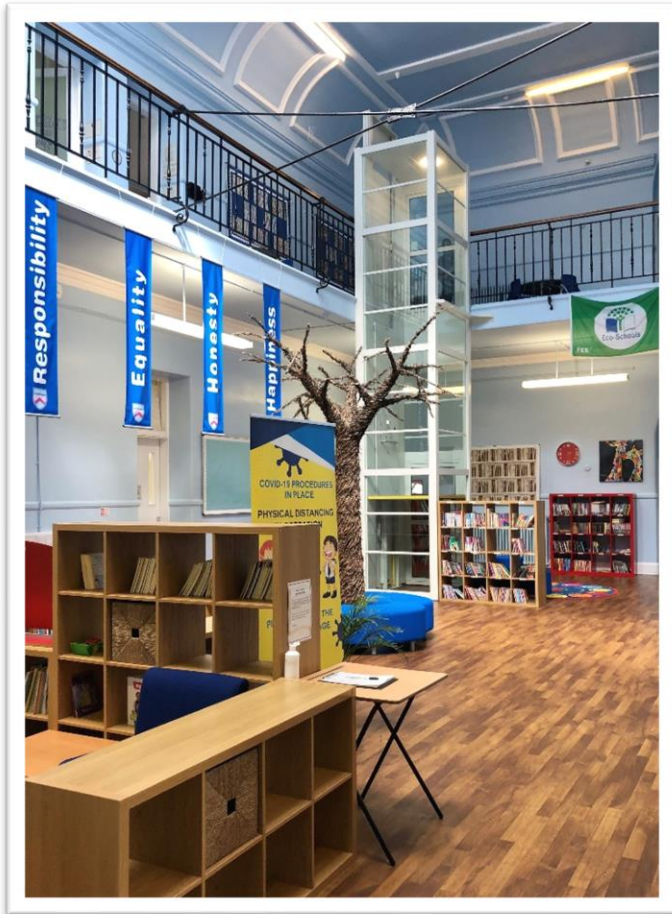
DINING HALL/GYM HALL



Our school gym hall is where children come to keep fit and healthy. We have a well-stocked gym cupboard with footballs, rugby balls, handballs, badminton and tennis sets, hockey sticks, gymnastics mats, athletics equipment and much more.

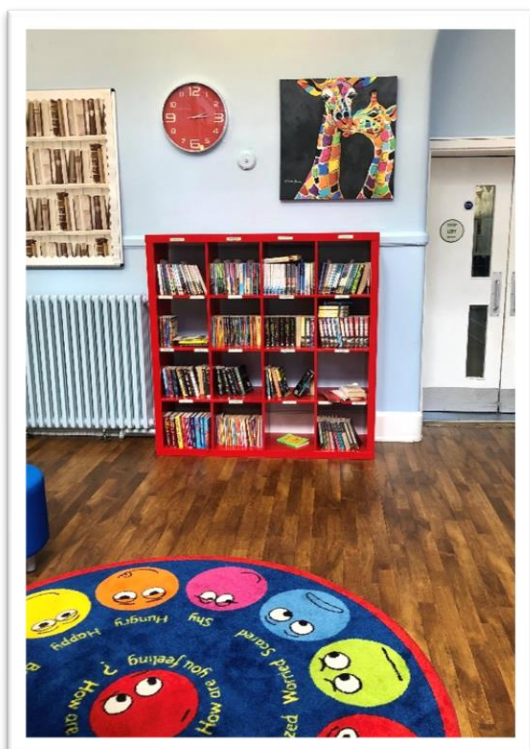
This is also used as our dining hall and all the boys and girls come here to eat their lunch. Lunchtimes are supervised by Catering staff, School Assistants, Early Years Practitioners and members of the Senior Leadership team.

MAIN ENTRANCE FOYER/LIBRARY

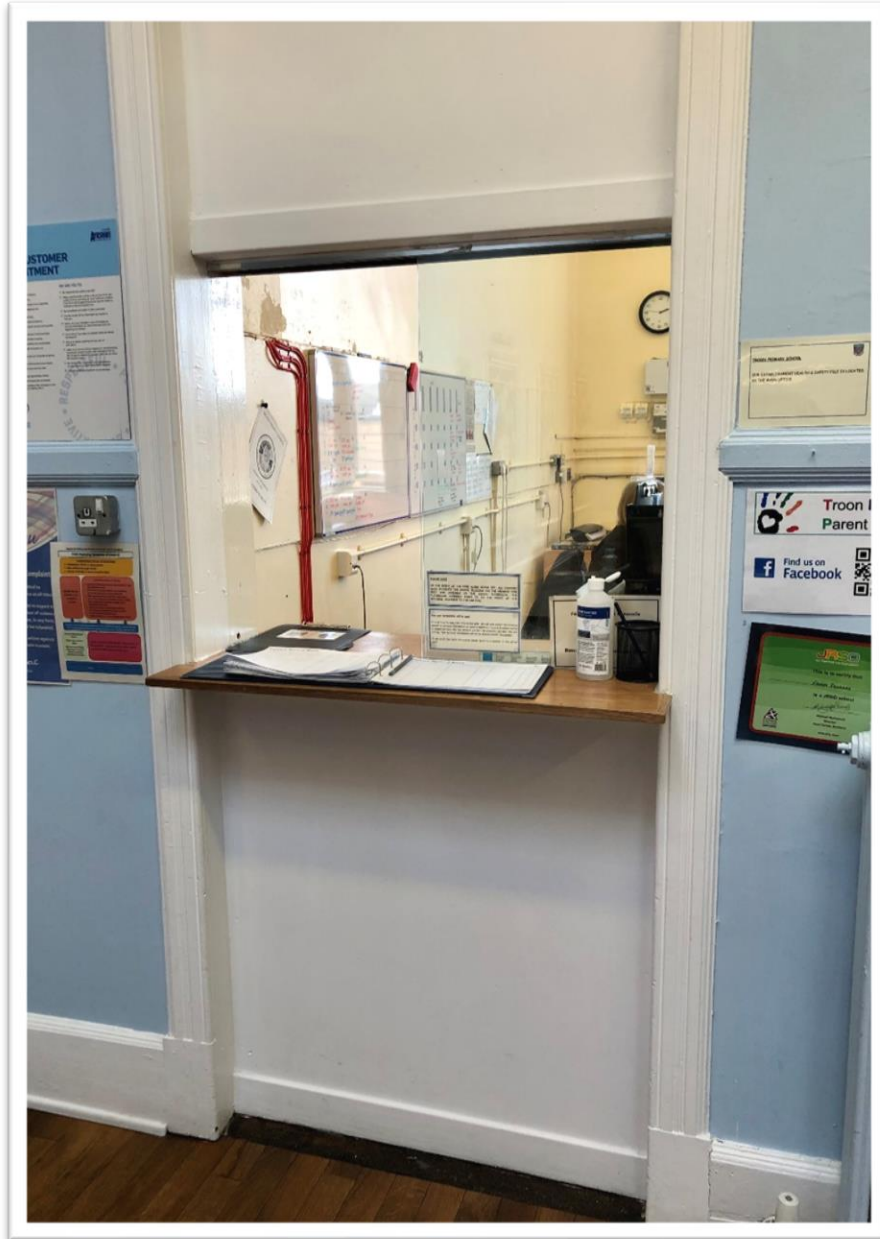


Our main entrance foyer is a welcoming learning space for all classes in the school. Our school library is here and younger children regularly visit this area to choose a book or hear a story.

The school office window is directly off this space and our clerical team will be happy to help you with any questions and queries.



SCHOOL OFFICE



This is the window into our school office. The clerical team staff are Ms Cree, Mrs McColl and Mrs Owens. If children hurt themselves in the playground they will be brought here, to the medical area, and the office staff will call for a first aider.

MAIN ENTRANCE DOOR

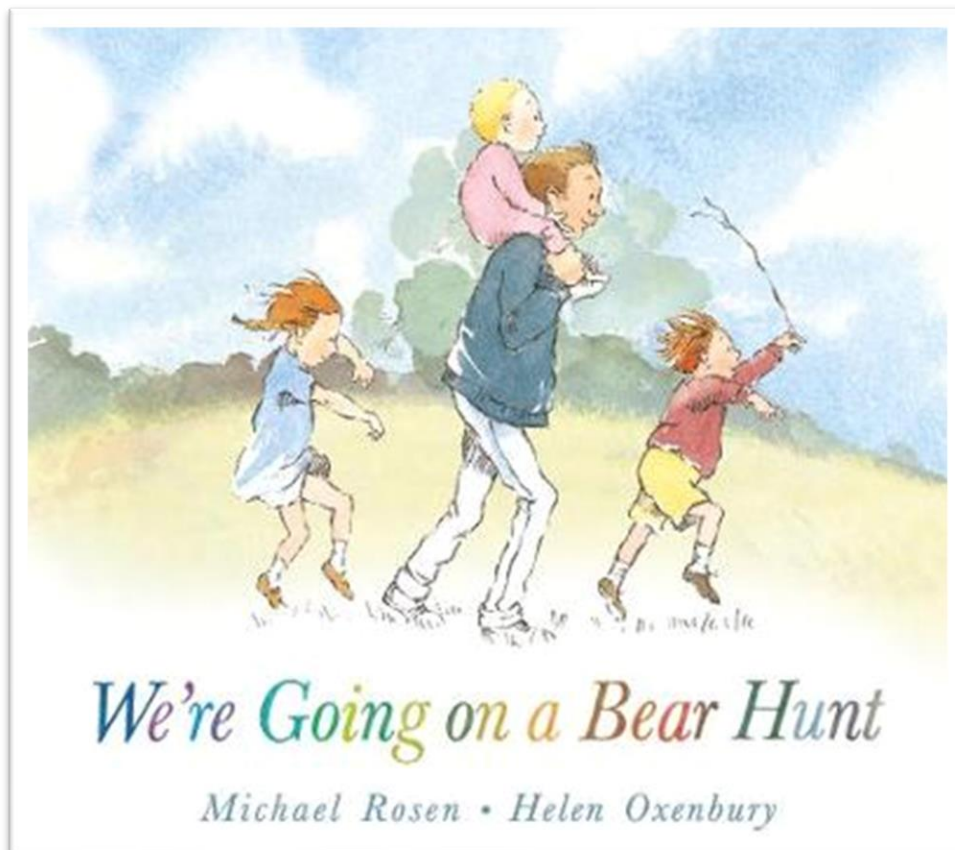


Our main entrance doors are used by staff and senior pupils at the start and end of the day and at breaks and lunches. This entrance will take visitors to the main office too.



Primary 1

Transition Project





TROON PRIMARY SCHOOL & EARLY YEARS CENTRE



We're Going on a Bear Hunt

Troon and Dundonald Primaries Transition Project

Week 1

Welcome!

Dear Parent/Carer,

We are delighted to welcome you and your child to Troon Primary School and we hope that your child is looking forward to joining us in August.

As part of our calendar of transition events, the community of schools in Troon and Dundonald have put together a transition project for all new Primary 1 pupils to enjoy. The project centres around the book 'We're Going on a Bear Hunt' and we hope that this proves both fun and engaging for the children. Please use the link below to access the project. We would also love you to share any activities you do take part in on our school Twitter Page @TroonPS and use the hashtag #transitiontoprimary1

Link to Bear Hunt Project - <https://www.thinglink.com/scene/1443683349171273730>

We are excited to get to know all of our new families properly and I very much look forward to meeting you all.

Health & Wellbeing

Follow the link to access the Bear Hunt Cosmic Yoga session. Fun exercise and movement for all the family!

Other Curricular Areas

Find your favourite teddy bear and put him in the front window of your house. When you are out for walks, keep looking for bears. You will know that a child in that house is starting Primary 1!



We're Going on a Bear Hunt



Troon and Dundonald Primaries Transition Project

Week 2

Literacy & English

- On their bear hunt the first obstacle the children come across is grass. What is an obstacle?
- Grass starts with 'g' Think of/find 6 things that start with 'g'.
- Following the order of the story, repeat with all other obstacles, focusing on initial letter sound. River starts with 'r' Think of/find 6 things that start with the sound 'r' and so on.
- Draw pictures of some of the things you find/think of.
- Cut out pictures from magazines/paper/catalogues showing items with each initial sound.

Numeracy & Maths

What happens when?

- Many different things happen in the story. Can you put the following events into the correct order - mud, snowstorm, forest, home, bear, river, bed, grass, and cave? You could make picture cards, one for each event, to help you.



Health & Wellbeing – Physical Skills

Fitness Fun

- Get your child to map out the route using bear paw prints or teddies deciding which movement they will use at each area (marching, hopping, jumping, crawling, climbing, swimming, rolling, running, balancing).
- How many of each action will they do? Encourage your child when the bear sees them, to do the obstacle course backwards and faster to get home safely.

Health & Wellbeing – Emotional Resilience

"We're not scared!"

- The family in the story kept saying they were not scared – but they were when they found the bear! It is important for future mental health that children are able to understand their feelings and talk about them.
- How many different feelings can you name? Pull faces to show different feelings. Take it in turns to guess which feelings you are acting. Which feelings are 'good' feelings and which are 'bad' feelings? Talk about what makes you feel happy, sad, angry, scared, worried, excited, jealous, embarrassed, frustrated etc.

Expressive Arts

- What about making a mini bear hunt, just like in the story? What will you use for grass, mud, snow? See what you can find in the house or collect natural materials on your walks to make a picture, map or model.
- You could grow some cress to make 'swishy swashy grass'! Wet some tissue or cotton wool. Put it in a clean, empty yogurt pot. Sprinkle over some cress seeds, cover with clingfilm and watch it grow! [Here is a great little youtube video showing cress growing](#) (with a tasty recipe as a bonus).



We're Going on a Bear Hunt

Troon and Dundonald Primaries Transition Project

Week 3

Literacy & English

Rhyming words

- Think of words that rhyme with bear - hair, pear, stare... What about other words from the story... cold / mud / deep / day.
- Play 'odd man out' with sounds. Which word sounds different?
- got, pot, hot, bear, not,
- big, stig, run, wig, pig, wet, jump, pet, bet, met



Numeracy & Maths

How many can you count?

- How many people are there in the story? How many animals? How many challenges do the family have to overcome? How many shiny wet noses are there? How many googly eyes? How many pages are in the book? How many pages have coloured illustrations? How many black and white? What else is there in the book you could count?

Health & Wellbeing - Physical Skills

Den/Cave Building

- Discuss with your child where a good place to build a den or cave might be (under a table, under a bed, between two chairs, under a tree, under a chute or climbing frame).
- Make a list of what you might need (a large sheet, scarves and throws, clothes pegs, rope, cushions, a bear).
- Working collaboratively is a skill we encourage. Let your child take the lead and help them as required. Ask them how you can help. Think of what you could do in the den/cave (read the story by torchlight, play with your bears, have a bear snack, sing the song).
- Self Help Skills – Help to tidy up!

Health & Wellbeing – Emotional Resilience

We can do it!

- The family in the story kept going – they didn't say "It's too hard". Our thoughts are inside our heads and can affect how we feel – helpful **green** thoughts make us feel 'good' and unhelpful **red** thoughts make us feel 'bad'.
- Which are **red** thoughts and which are **green**? Can you think of more?
- I can't do it. I can ask for help. I give up. I'm silly. I am brave. I'll get better if I practise. I've not got a friend. I can try. I'm not good at it. I'll ask someone to play.
- You might think of a situation relevant to your child and role play using a toy how they could change red thoughts green.

Expressive Arts

- Create a 3D sensory collage map picture of the story using different textures for each of the obstacles. Use real materials when you can e.g. Grass clippings, mud finger painting.
- Create your own binoculars from cardboard tubes to take on your journey
- Make a bubble snowstorm to run through! watch [this clip](#) to see how easy it is to make bubbles with just a plastic bottle and a sock!



We're Going on a Bear Hunt

Troon and Dundonald Primaries Transition Project

Week 4

Literacy & English

- Using a tray of sand/shaving foam/rice make patterns to show the bear hunt adventure.



Numeracy & Maths

Positional mathematics

- Do you have a bear? In the story the characters move in different ways. If you have a teddy bear can you make them go over something? Go under something? Go through something? Go up the stairs? Go down the stairs? Hide under the covers?
- Can you think of any other positions your bear could go in?

Health & Wellbeing – Physical Skills

- Create a "Bear Hunt" Obstacle Course
- Revisit the story and recreate the over, under, and through parts of the story (grass, river, mud, forest, snow, cave).
- Talk to your child about how you could recreate each area. Use real or imaginary resources. You could be in your house, in your garden or a local park. Think of what your child could climb over, balance along, crawl through and slide under. Encourage your child when the bear sees them, to do the obstacle course backwards and faster to get home safely.
- Self Help Skills – Put on coat and shoes/wellies independently. Help to tidy up!

Health & Wellbeing – Emotional Resilience

What do we know about school?

- Unknown things can be scary – just like a bear's cave! Why don't you write down all the things your child can tell you about school. What are they not sure about? Is there anything they want to know more about? Are there any questions they would like to ask?
- School Hunt – Take your bear on the journey to your new school. Leave a sign outside the school gate that you have visited – tie a ribbon with your name on, weave a leaf or something you have found as your calling card.

Expressive Arts

Music

- Create your own musical instruments to make the sound effects of the story. All you need is some empty plastic bottles. Fill them with items to create your own sound story.
- Swishy Swashy – cut grass, Splash splosh – water, Squelch squerch – wet mud, Stumble trip – twigs and leaves, Hooooo wooo – blow into the bottle or use cotton wool/rice.
- Here is a link to a bear hunt song. https://www.youtube.com/watch?v=5_ShP3fiEhU



We're Going on a Bear Hunt

Troon and Dundonald Primaries Transition Project

Week 5

| Literacy & English | Numeracy & Maths |
|---|---|
| <p>Sequencing/Order</p> <ul style="list-style-type: none"> • Re-tell the story in own words with the adventure in the correct sequence. Recall the sound words (onomatopoeia) for each part of the adventure (grass – swish). • Make a list of things you would take if you were going on an adventure with your family. • Using a picture your child has created about the story ask them to cut it up to make a puzzle and then put it back together again. | <p>Problem solving: What if?</p> <ul style="list-style-type: none"> • Near the end of the story the bear nearly gets in the house. It is only stopped when the front door is shut! The challenges that the family had didn't seem to be a problem for the bear. • Can you think of five obstacles that could be written into the story to stop the bear getting to the front door? What are they and can you draw a picture of them? |
| Health & Wellbeing – Physical Skills | Health & Wellbeing – Emotional Resilience |
| <p>Animal Parade</p> <ul style="list-style-type: none"> • How does a bear move? Try walking on all fours using your hands and feet. What other animals might the family meet as they travel through the story? Act out your ideas and use your body to move like the animal. Long Wavy Grass – slither like a snake, jump like a grasshopper, Deep Cold River – swim like a fish, float like an otter, Thick Oozy Mud – slither like a snail, crawl like a salamander, Big Dark Forest - leap like a deer, stand still watching like an owl, Swirly Whirly Snowstorm – hop like a rabbit, run like a wolf howling, Narrow Gloomy Cave – creep like a spider, swoop down like a bat. | <p>One Step at a Time...</p> <ul style="list-style-type: none"> • Doing something new can seem too big to do in one go – it's much easier to break it up into smaller steps. • Ask your child to tell you how to draw a face one step at a time. Get your child to follow your instructions to draw a picture one step at a time. • Together come up with steps for making a new friend (e.g. look at them, smile....) • Are there any other tasks that you could come up with steps for? Perhaps trying new food, getting dressed by themselves, riding a bike... |
| Expressive Arts | |
| <p>Sensory tubs</p> <ul style="list-style-type: none"> • Design your own character spoon puppets or use mini people and create a sensory journey with a variety of different textures for your child to explore. Use tubs and fill with textures and let your child explore with their hands or feet while you are retelling the story together. • Can you draw a picture of your new school badge, or nursery logo? You could print it out and display it next to your bear in the window? | |



We're Going on a Bear Hunt

Troon and Dundonald Primaries Transition Project

Week 6

Literacy & English

A recap of the story

- What is the title of the book? What does the front cover of the book tell you about the story? What new words did you learn? What happened at the beginning of the story? Tell me about the grass/mud/cave etc. Was there anything in the story that surprised you? What's your favourite picture in the book? Why? Did you like reading this book? Why/Why not? Do you think they will go on another adventure? What do you think that would be like?

Numeracy & Maths

Shape

- Can you make a bear incorporating the following shapes – circle, square, triangle, rectangle, star, love heart, diamond and oval?
- You could draw a picture with pens and paper, or make a collage by cutting and sticking – perhaps you can use your picture to make a place mat for your picnic - pop it in a poly-pocket to protect it.
- Why not try building a model out of junk but don't forget to include the shapes!

Health & Wellbeing – Emotional Resilience

What do we know about school now?

- Revisit the list of what your child knows about school and add anything else they have found out during their visit. Have their questions been answered? Do they have any new questions? You might like to email your questions. What makes a good friend? Draw around your child (or a doll/teddy) talk about what makes a good friend and write on the outline – you might include things such as smiles, says hello, listens, asks if someone wants to play, shares toys.

Expressive Arts / Technologies

Bear Pancake Art

- Use your creative skills to create your own pancake bears to take on a picnic. Make or buy some pancakes. Cut them into shapes to make bears. Use different fruit to design their features. The best part is you get to eat the designs when you are finished.



RESOURCES AND GAMES

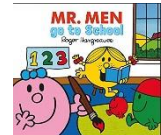
Reading stories about starting school is a great way to introduce the idea of starting school to your child and to discuss aspects of school life in a gentle way. We have compiled a list of books about starting school and our very own Early Years Centre staff have recorded them for your children to listen to. Follow the links to access the stories.

Story List

Mr Men go to School, read by Mrs Gilchrist

Roger Hargreaves

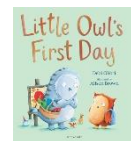
https://youtu.be/BDKhKrP_5sc



Little Owl's First Day, read by Miss Donnelly

Debi Gliori

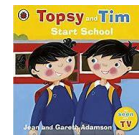
<https://youtu.be/BFHTuNiP29o>



Topsy and Tim Start School, read by Miss Malone

Jean and Gareth Adamson

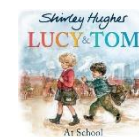
<https://youtu.be/pWeMhLbz4aI>



Lucy and Tom at School, read by Miss McMillan

Shirley Hughes

<https://youtu.be/4SA9pa1V9B0>



The Colour Monster, read by Mrs Sclater

Anna Llenas

<https://youtu.be/uuDmopyamNs>



Television shows / Youtube videos

Woolly and Tig go to school

https://www.youtube.com/watch?v=B9TN_CaEUAK

Spot goes to school

<https://www.youtube.com/watch?v=XKn4FSp6Q-Y>

Topsy and Tim go to school

https://www.youtube.com/watch?v=yrPyg_iXQj8

Games

My First Day at School – build your own avatar

<https://www.bbc.co.uk/bitesize/topics/zhtcvk7/articles/znc9vk7>

TROON PRIMARY SCHOOL AND EYC

JUNE 2022



SUCCESS THROUGH EFFORT