

LITERACY AND LANGUAGES

What your child is learning in school	
<u>P1 Reading</u> • Sharing likes and dislikes about stories. • Asking and answering questions about stories. • Beginning to learn and say sounds made by single letters. • Beginning to use knowledge of sounds, letters and patterns to read words.	<u>P2 Reading</u> • Choosing texts for enjoyment and to find information. • Explaining why they like or dislike particular texts or authors. • Reading aloud a familiar text adding expression and showing understanding. • Reading an increasing number of common/high frequency words, key reading words, core topic words and words that are important to them e.g. family names. • Asking and answering questions about stories. • Recognising and paying attention to simple punctuation (full stop, question mark, exclamation mark) when reading aloud.
How you can help at home	
• Show your child letters we have learned so far in P1 and in P2 and ask them to say the sound. • Use words of the week (found each week on the Showbie Communication Group) to encourage your child to blend the single sounds together to read short words. E.g. Say one sound at a time then the whole word, i.e. "t - i - p = tip". • Talk to your child about their 'I Can Read' texts and read them to, or with, your child depending on their level of confidence. • Read stories together and ask your child to guess what happens next before turning the page. • Ask your child questions about what happened in a story after reading (such as "Why did the giant feel sad at the start of the story?"). • Read stories together and ask your child to tell you why they like or dislike certain characters, using the word 'because' to give reasons. Key Vocabulary: • Phonics = a way of teaching reading which involves matching the sounds of spoken English with individual letters or groups of letters. • Phoneme = the smallest unit of sound. For example, the word 'bat' has three phonemes: the /b/ sound, the /a/ sound, and the /t/ sound. • Grapheme = the smallest unit of a written language, representing a single sound. It can be a single letter, like the 't' in 'tap', or a group of letters, like the 'ch' in "chat", that makes one distinct sound. • Common/tricky words = words which appear frequently in written and spoken language, but which do not always follow regular spelling patterns, such as 'the', 'was', 'one', etc. • 'Best friend' sounds = sounds which have two or more letters which are read together as one sound, such as /ck/ in the word <u>duck</u>.	
What your child is learning in school	
<u>P1 Writing</u> • Completing fine motor activities to strengthen hand muscles that help with writing. • Learning to form lowercase letters. • Using a pencil with control. • Leaving a space between words. • Sharing feelings, experiences, information, messages or ideas in pictures and print.	<u>P2 Writing</u> • Writing for a range of different purposes and readers. • Beginning to spell most commonly used words correctly. • Using knowledge of phonics code, spelling strategies and provided resources to spell familiar and unfamiliar words.

Writing about my experiences and feelings using appropriate vocabulary, with adult support.	- Beginning to write independently with capital letters, full stops, question marks and exclamation marks. - Linking sentences using 'and', 'because', 'but' or 'so'.
How you can help at home	
- Encourage your child to button or zip up their own clothes; ask them to help you hang up washing using pegs; try playing games that involve small parts (counters, Lego, etc.) with them to help strengthen their fingers and hand muscles. - Spread some shaving foam on a tray or put paint in a zip lock bag, then form letters and words we have learned in P1 and P2 on it using fingers. - Encourage your child to practise writing their words of the week. Ask them to trace over your written example for support if needed. - Use the website Doorway Online to practise forming letters and numbers at: https://www.doorwayonline.org.uk/literacy/letter-and-number-formation/ Key Vocabulary: Lowercase = 'small' letters, e.g. a, b, c... etc. Upper-case = 'big' or 'capital' letters, e.g. A, B, C. Full stop = ends a sentence that is a statement or command. Exclamation mark = used at the end of sentences that are exclamations Question mark = used at the end of sentences that are questions.	
What your child is learning in school	
<u>P1 Listening and talking</u> - Taking turns to listen and respond to others respectfully. - Talking about and retelling stories in my own words, e.g., re-enacting stories through roleplay or using puppets/props. - Hearing rhyming words in stories and songs. - Saying rhyming words for a given word.	<u>P2 Listening and talking</u> - Choosing spoken texts for enjoyment or to find information giving a reason for why they liked or disliked them. - Taking turns and sharing their ideas at an appropriate time when talking with others in a range of situations. - Listening and responding appropriately to others in a respectful way for example by nodding or agreeing, asking and answering questions.
How you can help at home	
- Sing the rhyme of the week with your child. After singing a few times, sing again but this time pause and ask your child to say the rhyming word. - Listen to some child-friendly podcasts with your child at: https://www.bbc.co.uk/cbeebies/radio - Have quick conversations on simple topics (e.g., favourite foods, weekend plans) where each person takes turns speaking using a clear voice and expression. Key Vocabulary: Expression = Using tone, pitch, and emotion in speech to convey meaning. Podcast = A digital audio program, typically a series of episodes, that you can download and listen to anytime, anywhere.	
What your child is learning in school	
<u>P1 French</u> Joining in with songs, rhymes and poems.	<u>P2 French</u> - Joining in with songs, rhymes and poems. - Finding 'missing' words / phrases in songs, rhymes or poems which have been well-

	practised and with the support of, for example, pictures and / or puppets.
How you can help at home	
- Listen to some of the Early level French songs at: https://blogs.glowscotland.org.uk/ab/sali/2020/05/07/early-level-french-songs/ - Use the BBC website to practise basic French words and phrases, such as greetings or names of favourite things. https://www.bbc.co.uk/bitesize/subjects/zd8kkty	

MATHS AND NUMERACY

What your child is learning in school	
<u>P1 – Number and number processes</u> - Identifying and writing numbers from zero to at least 10. - Ordering numbers to at least 10, forwards and backwards. - Counting a number of objects accurately to at least 10. - Estimating the number of objects in a group and checking this by counting. - Using relevant vocabulary to talk about amounts, including less than, more than and the same.	<u>P2 – Number and number processes</u> - Reading, writing, ordering and reciting whole numbers, starting from any number in the sequence. - Showing an understanding of zero as a placeholder in whole numbers e.g. in 20 - Using the correct mathematical vocabulary when discussing adding and subtracting. - Identifying the value of each digit in a whole number, for example $25 = 20 + 5$. - Counting forwards and backwards in 2s, 5s, 10s. - Solving addition and subtraction problems. - Showing an understanding that addition can be done in any order e.g. $6 + 3 = 3 + 6$ but that subtraction cannot e.g. $3 - 6$ does not equal 3.
How you can help at home	
<u>P1</u> - Encourage your child to collect then count items around your home. Ask them to close their eyes and take one away. Ask them to count how many are left. - Sing nursery rhymes including numbers, addition and subtraction, such as ‘Ten Green Bottles’. Find these on BBC Bitesize at: https://www.bbc.co.uk/teach/school-radio/articles/zn67kmn	<u>P2</u> - Write numbers to 50 on pieces of paper and ask them to peg them onto the washing line or fence in the correct order. - Talk to your child about the value of each digit asking them to explain why for example, 23 is smaller than 32.
Key Vocabulary: Equation = a statement that two expressions are equal, connected by an equals sign (=), such as $2 + 2 = 4$. Number family = a set of related mathematical facts that use the same three numbers to form addition and subtraction equations. Also known as a ‘fact family’. Subitise = the ability to instantly know the quantity of a small group of objects without having to count them one by one, e.g. looking at a die face and knowing that it shows 6 dots.	
What your child is learning in school	
<u>P1 – Properties of 2D shapes and 3D objects</u> Identifying some 2D shapes and 3D objects and recognising real world examples of these (such	<u>P2 – Properties of 2D shapes and 3D objects</u> Talking about a range of simple 2D shapes and 3D objects and their properties, recognising

as a wheel = circle, a door = rectangle, dice = cube).

- Using correct mathematical vocabulary to describe some 2D shapes and 3D objects (such as “a square has 4 equal straight sides.”).
- Creating pictures using 2D shapes and building models using 3D objects.

these shapes when they are positioned in different ways and in different sizes.

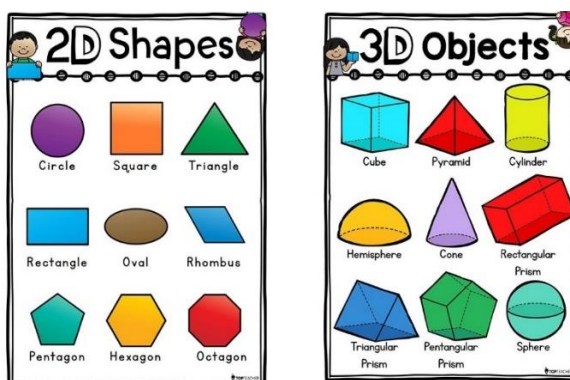
- Identifying 2D shapes within 3D objects e.g. recognising that each face of a cube is a square.
- Identifying examples of tiling in the environment and making their own tiling patterns using two or more 2D shapes.

How you can help at home

- Go on a ‘shape hunt’ in your home or when you are out and about – see how many 2D shapes and 3D objects your child can recognise using everyday items like coins, books, road signs, cereal boxes, etc.
- Use wooden building blocks to build towers, houses, rocket ships, etc. Ask your child if they know the mathematical names of any of the blocks.
- Play shape learning games with your child, such as:
<https://www.topmarks.co.uk/early-years/shape-monsters>
<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>

Key Vocabulary:

- **Face** = a face is a flat or curved surface on a 3D shape. For example, a cube has six faces, a cylinder has three and a sphere has just one.
- **2D shapes and 3D objects =**



What your child is learning in school

P2 – Mathematics – its impact on the world, past, present and future

- Investigating and sharing their understanding of the importance of numbers in learning, life and work.

P2 – Ideas of chance and uncertainty

- Using the mathematical vocabulary, describe how likely an event is to occur using their knowledge of everyday situations.
- Making reasonable predictions of the likelihood of an event occurring using their knowledge of everyday experiences.

How you can help at home

- Go on a number hunt around your home and village e.g. clocks, road signs, door numbers. Encourage your child to say any numbers to 50 you find, or above if they can.
- Talk about why we need these numbers? How do they help us in our lives? Who needs to use these numbers and why?
- Play ‘What’s In The Box?’. Add coloured objects into a box e.g. 5x red, 1x blue and 1x green. Talk about how likely they are to pick out a coloured object based on the number of objects of that colour in the box. E.g. the likelihood that a red object is pulled out of the box would be likely.

Key Vocabulary:

- **Fair** = There is an equal chance of getting a particular result.

- Unfair = There is not an equal chance of getting a particular result.
- Likely = There is a good chance that it will happen but it is not guaranteed.
- Unlikely = There is not a good chance that it will happen.
- Certain = An event that will definitely happen.
- Not Certain = An event that may not happen.

HEALTH AND WELLBEING

What your child is learning in school

P1	P2
<u>PE – Movement and coordination</u> • Developing gross motor skills. • Developing hand/eye and hand/foot coordination. • Learning how to move and play safely with others within different spaces. • Learning how to be a good winner and how to cope appropriately with losing. <u>Building Resilience</u> • Learning that at times we all feel worried. • Learning that if worries are not dealt with, they can sometimes get out of control. • Learning that if I am struggling, it is important to ask for help. • Learning to identify, express and talk about my feelings in healthy ways. <u>Relationships, sexual health and parenthood - How human life begins, pregnancy and birth</u> • Identifying and saying the names of parts of the body. • Learning about privacy and personal space. • Learning that ‘my body belongs to me’ and what to say / who to talk to if I feel uncomfortable. • Learning about why personal hygiene is important.	<u>PE – Movement and coordination</u> • Showing awareness of the space around them and the space of others, and is beginning to use this information to control movements. • Sharing space and moving with different speeds and directions. • Manipulating objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. <u>Building Resilience</u> • Learning that at times we all feel worried. • Learning that if worries are not dealt with, they can sometimes get out of control. • Learning that if I am struggling, it is important to ask for help. • Learning to identify, express and talk about my feelings in healthy ways. <u>Relationships, sexual health and parenthood - How human life begins, pregnancy and birth</u> • Identifying the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vulva. • Explaining about my own and others’ needs for privacy. • Learning to use the 3-step model: say no, go away, talk to someone you trust if they experience inappropriate behaviours. • Identifying who to talk to if worried or concerned.

How you can help at home

P.E.

- Encourage your child to be active. Take them to the park, go on family walks, cycle rides, dog walks or play ball games.
- Talk to them about their feelings when they don’t win competitive games and encourage them to understand that they can’t win every time. Encourage your child to continue to persevere and continue to practise their skills.

Building Resilience

- Model to your child the strategies that can help when we feel worried. Reassure them that everyone has worries but that they can be dealt with to help us feel better.

Relationships, sexual health and parenthood

- Listen to the story *Pantasaurus and the Power of Pants* at:
<https://www.youtube.com/watch?v=IT3YEdv6a3E>
- Listen to the Pantasaurus song at:
<https://www.youtube.com/watch?v=-IL07JOGU5o>

After you have listened to these, speak to your child about who their trusted adults are at home and in school. Create a visual to show this for your child to display in the house.

Key Vocabulary:

- **The Zones of Regulation** = a system which categorizes feelings and alertness levels into four colours:
 - **Blue** (low energy, e.g., sad, tired),
 - **Green** (calm and ready to learn),
 - **Yellow** (elevated energy, e.g., frustrated, silly), and
 - **Red** (intense emotions, e.g., angry, terrified).

The system helps people understand their emotional states and develop strategies (a 'toolbox') to manage them and stay in the **Green Zone**, which is optimal for learning and daily tasks.

INTERDISCIPLINARY LEARNING

What your child is learning in school	
P1 <u>Expressive Arts – Art</u> • Exploring, creating and talking about art works using elements such as colour, line, shape, form, and pattern. <u>Technologies – Digital literacy</u> • Recognising elements of different types of digital technology. • Learning to use digital technology (iPad, Smart screen) safely and appropriately. • Discovering how digital technology can help us to learn, and how it can be used in different jobs. <u>Science</u> • Identifying specific parts of the body related to each of the senses. • Using my senses to describe the world around me, giving examples of things I see, hear, smell, taste and feel. • Learning about the skeleton and how it works. <u>Social Studies</u>	P2 <u>Expressive Arts – Art</u> • Exploring, creating and talking about art works using elements such as colour, line, shape, form, and pattern. • Sharing my thoughts and feelings about the work of at least one artist/ designer. • Showing understanding of basic colour theory, for example which secondary colours are made from mixing the primary colours. • Sharing views and listening to the views of others, suggesting what has worked well and what could be improved in their own and others work, using some art and design vocabulary. <u>Technologies – Digital literacy</u> • Showing understanding of my rights and responsibilities as a digital citizen and the potential dangers online, who to go to for advice and who to report a concern to. • Showing an understanding of the need for strong passwords and the permission of a person before taking a photo or video of them. <u>Science</u> • Learning about the main parts of the skeleton and major organs, including skin, and their functions. • Using my senses to detect information and explain how they help to keep people safe. • Explaining how some diseases spread and discussing ways in which some diseases can be prevented through good hygiene and vaccination.

• Learning about people who help us in the local community. • Identifying different types of shops or services families might use, e.g. a supermarket or health centre.	<u>Social Studies</u> • Identifying needs and wants using examples from my own experiences. • Describing at least two different types of jobs and how they make the business or organisation successful.
How you can help at home	
<u>Expressive Arts – Art:</u> • Create an ‘art box’ with your child filled with paper, crayons, scissors, glue, old magazines, and natural found materials (leaves, twigs, pinecones), etc. Let them choose their own materials to make pictures and models with. • After looking at an artist’s work in a book or online (like Van Gogh’s swirls or Yayoi Kusama’s dots), invite your child to create their own version in a similar style. • Use toys, blocks or stamps to make repeating patterns. You could also make patterns with paint, stickers, or natural objects like leaves, pebbles, or sliced fruit. Useful websites: https://www.tate.org.uk/kids https://toytheater.com/category/create/art/ Key Vocabulary: • Colour theory = the study of how colours work together and how they affect our emotions and perceptions. • Primary and secondary colours = the primary colours are red, yellow and blue; these cannot be created by mixing other colours. Secondary colours are created by mixing two primary colours to give orange (red + yellow), green (yellow + blue), and purple (red + blue). <u>Science – Body Systems:</u> • Play a copycat ‘mirroring’ movement game – one person makes a movement (e.g., jump, wave, stretch), the other copies. Talk about which body parts are working together. • Try going on a ‘five senses walk’: go for a short walk and talk about what you can see, hear, smell, touch, and taste (if appropriate). Bring a notebook or take photos to record your findings with your child. • Talk about the importance of good hygiene to keep us healthy e.g. washing hands after going to the toilet and before eating. Useful website: https://www.bbc.co.uk/bitesize/topics/zv9qhyc Key Vocabulary: • Hygiene = keeping our body clean (e.g. washing hands, brushing teeth) to stay healthy and stop germs from spreading. • Organ = a part of the body that performs a specific, important function, e.g. heart, skin, brain. • Nerve = a bundle of fibres that receives and sends messages between the body and the brain. • Skeleton = all the bones inside our body that help us stand, move, and protect important parts like our brain and heart. • Joints = the places where bones meet and allow movement (like elbows and knees). • Detect = to notice or find something using your senses – for example, hearing a noise or smelling food cooking. <u>Social Studies –</u> • Talk about any real-life experiences with people or services which help the local community, such as a visit to the doctor or dentist, or seeing a police officer. What did they do? How did they help? • Talk to your child about the differences between what they need and what they want in their daily lives. Useful website: https://www.bbc.co.uk/bitesize/topics/zjgcdnb	