

LITERACY AND LANGUAGES

What your child is learning in school	
<u>P1 Reading</u> - Asking and answering questions about stories. - Retelling familiar stories in different ways, e.g. through role play. - Becoming aware of the differences between fiction and non-fiction texts. - Continuing to learn sounds made by single letters. - Learning that some sounds are made by more than one letter and we call these ‘best friend’ sounds, such as /ck/ in ‘kick’. - Beginning to blend sounds together to read short words. - Beginning to recognise ‘common words’ – such as ‘the’, ‘a’, and ‘I’ – in texts.	<u>P2 Reading</u> - Beginning to read with expression and voice tone. - Recognising and explaining how punctuation changes how we read. - Showing understanding of what they have read. - Using different strategies to read and understand texts. - Reading an increasing number of words. - Identifying and finding key information in fiction and non-fiction texts using content page, headings, and diagrams to help locate information. - Drawing pictures to represent notes from a non-fiction text. - Using notes to create their own simple poster, labelled picture, or sentence.
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 P1/2 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. “s- i - ck = pick”. - Talk to your child about their ‘I Can Read’ texts and read them to, or with, your child depending on their level of confidence. - Ask your child questions about what happened (and why) in a story after reading, such as “Why do you think the other animals were scared of the mouse?”. Key Vocabulary: 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. ‘Best friend’ sounds = sounds which have two or more letters which are read together as one sound, such as /ck/ in the word duck. Fiction = writing that tells a story created from the author’s imagination. Non-fiction = writing that presents facts, real events, and true information about the world, and aims to inform, explain, or teach readers about something real.	
What your child is learning in school	
<u>P1 Writing</u> - Completing fine motor activities to continue strengthening hand muscles used for writing. - Writing to convey ideas, messages and information in different ways. - Using a pencil with more control. - Leaving spaces between words and using a capital letter and full stop in a sentence	<u>P2 Writing</u> - Writing words or simple sentences within their learning and play E.g., shopping lists, maps, instructions. - Identifying and writing different sentence types: statements using full stops and questions using question marks. - Linking sentences using common conjunctions, for example, and, because, but or so.

- Forming lowercase and upper-case letters legibly. - Beginning to include connecting words (such as 'and' or 'but') in a sentence. - Trying to spell short words using sounds I know.	- Using their knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. - With prompts, using different openers to start their sentences. - With prompts, create sentences using transition words and phrases e.g. First, Then, Next. - Checking writing makes sense.
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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 rice or sand 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 websites such as Doorway Online and ICT Games to practise forming letters and numbers at:
<https://www.doorwayonline.org.uk/literacy/letter-and-number-formation/>
<https://ictgames.com/mobilePage/skyWriter/index.html>

Key Vocabulary:

- Lowercase** = 'small' letters, e.g. a, b, c... etc.
- Upper-case** = 'big' or 'capital' letters, e.g. A, B, C.
- Conjunctions / connectors** = words that join ideas, phrases, or sentences together to help writing flow smoothly and make sense, e.g. 'and', 'but', 'because', 'so'.
- Statement** = A telling sentence giving information or a fact.
- Question** = An asking sentence. You say it when you want to find something out.

What your child is learning in school

<u>P1 Listening and talking</u>	<u>P2 Listening and talking</u>
- Taking turns to listen and respond to others respectfully. - Hearing rhyming words in stories and songs. - Saying rhyming words for a given word. - Gathering information from spoken texts (e.g. podcasts, poems, news and weather forecasts). - Using the information I have gathered for different purposes, for example to create a poster or piece of writing on a given topic.	- With support, seek information through asking simple questions and repeating the answer to help understanding. - Beginning to develop an understanding of fact and opinion. - Making relevant contributions to match the topic, offering reasons for opinions. - Identifying the main ideas of spoken texts and using the information to help me with my learning. - With support, provide reasons to support their views using "because..."

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.
- 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.

What your child is learning in school	
<u>P1 French</u> Joining in with songs, rhymes and poems.	<u>P2 French</u> - Showing their understanding of familiar words and simple phrases. - Responding appropriately to simple questions using simple sentences, words and gestures, for example, nodding and/or pointing.
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 20. - Ordering numbers to 20, forwards and backwards. - Counting a number of objects accurately to 20. - Using estimation skills to say whether something is 'more than...' or 'less than...', in different contexts (e.g. size, length of time, amounts). - Learning to add and subtract by counting forwards and backwards in 1s. - Using +, - and = correctly when writing equations. - Finding different ways to make numbers to 10, such as $1 + 3 = 4$ and $2 + 2 = 4$.	<u>P2 – Number and number processes</u> - Counting forwards and backwards in 1s, 2s, and 10s. - Recognising and identifying even and odd numbers from 0-30. - Reading, writing, sequencing and ordering whole numbers to 100. - Using correct mathematical vocabulary when discussing the four operations including, +, plus, add, altogether, more than, -, minus, less than, subtract, takeaway, difference, x, multiply, equal groups, ÷, divide, sharing. - Demonstrating understanding of the commutative law, for example, $6 + 3 = 3 + 6$ - Showing their understanding that the inverse of addition is subtraction and visa versa e.g. $3 - 1 = 2$, $2 + 1 = 3$ - Working out multiplication facts ($2 \times 5 = 10$) and division facts ($10 \div 5 = 2$) using repeated addition, grouping, arrays and other multiplication facts.
How you can help at home	
<u>P1</u> - Go on a 'number hunt' around your home. Encourage your child to say any numbers to 20 you find, or above if they can. - Encourage your child to collect then count items around your home. Add one or take one away and ask them what the new total is. - 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> - Look at numbers withing the environment e.g. house numbers, volume controls, minutes on a digital clock and support your child in naming these numbers, writing these numbers and talking about whether they are odd or even. - Use the following website to support your child with this at home: https://www.bbc.co.uk/bitesize/articles/zt4jj6f

Key Vocabulary:

- **Equation** = a statement that two expressions are equal, connected by an equals sign (=), such as $2 + 2 = 4$.
- **Array** = a way of showing objects, pictures, or numbers in neat rows and columns. It helps children see multiplication or division clearly by organising items into equal groups.
- **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.
- **Partition** = to split or break a number into smaller parts, e.g. $8 = 5 + 3$ or $8 = 6 + 2$ or $8 = 4 + 4$.

What your child is learning in school**P1 – Patterns and relationships**

- Copying, continuing and creating patterns involving objects, shapes and numbers.
- Exploring, recognising, continuing and describing simple number patterns using correct mathematical vocabulary.
- Finding missing numbers on a number line ranging from 0 to at least 20.

P1 – Data and analysis

- Learning how to ask questions and collect data for a specific purpose.
- Creating displays using items or images, where one object or drawing represents one data value (e.g. a class lunch chart where 1 sticker = 1 child).
- Using knowledge of colour, shape, size and other properties to match and sort items in different ways.
- Interpreting simple graphs, charts and signs and using that information to plan and/or make decisions.

P2 – Patterns and relationships

- Describing patterns in number, for example, in the multiplication tables and a hundred square.
- Describing, continuing and creating number patterns using addition, subtraction and counting in jumps (skip counting).
- Continuing and creating repeating patterns involving shapes, pictures and symbols.

P2 – Data and analysis

- Asking and answering simple questions about data e.g. In the class, which is the most owned pet?
- Gathering data by asking a range of simple, closed questions with a set number of options/choices. e.g. What is your favourite season? (Spring, Summer, Autumn or Winter)
- Using a template to organise and sort the data which has been gathered e.g. using a table with space for tally marks.
- Recording information given to me using tally marks, pictographs, block graphs and Carroll diagrams labelling the axes and including a title.

How you can help at home

- Encourage your child to sort and organise everyday objects (e.g. socks by colour, fruit by type, toys by size). Talk about **how** they decided to sort them.
- Go on a 'data hunt' around the house or garden - find out how many windows, doors, or chairs there are, and record the results with tallies or simple marks.

Key Vocabulary:

- **Data** = information or facts that we collect about something. In early maths, this usually means numbers or observations that we can sort, count, and compare.
- **Graph** = a picture that shows information or numbers.
- **Chart** = a way of organizing information clearly so you can understand it quickly. Charts can use pictures, numbers, or symbols to show comparisons.

What your child is learning in school**P2 – Expressions and equations**

- Knowing that the (=) symbol signifies equivalence. e.g. $4 + 5 = 9$, $9 = 4 + 5$.

- Comparing numbers to decide which one is bigger or smaller for numbers up to 100 using the greater than or less than symbol to complete the statement. e.g. $34 < 87$ or $96 > 40$

Estimating and Rounding

- Rounding whole numbers within 20 to the nearest 10 e.g. 3 rounds to 0 8 rounds to 10.
 - Estimating quantities within 20.
 - Estimating the position of any number up to 20 on an empty number line.

How you can help at home



- Use the inequalities crocodile to reinforce that the open side of the symbol points towards the larger number because greedy crocodiles like to eat the biggest one. e.g. $34 < 87$ or $96 > 40$
- Give your child a number in each hand and pretend to be the crocodile 'eating' the biggest one.

Key Vocabulary:

- **Estimate** = using your knowledge to make a reasonable guess about an amount, a size, or a number without counting every single thing.

HEALTH AND WELLBEING

What your child is learning in school

<u>P1</u>	<u>P2</u>
<u>PE</u> • Developing gross motor skills. • Developing hand/eye and hand/foot coordination. • Building stamina, speed, strength and suppleness through a range of activities. • Linking different movements together in a sequence.	<u>PE</u> • Developing eye/hand and eye/foot coordination. • Linking and ordering a series of movements to perform a sequence, for example, hopscotch. • Demonstrating balance, control and rhythm. • Participating in moderate to vigorous physical activity and sustaining a level of activity that provides challenge. • Describing how the body feels during and after sustained activity.
<u>Relationships, sexual health and parenthood</u> • Describing how bodies change as they grow and 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. • Considering the ideas, thoughts and feelings of others and respecting differences. • Identifying people who can help, for	<u>Relationships, sexual health and parenthood – My Body & My Body Belongs to Me</u> • Identifying the correct words for body parts and their functions. • Explaining about my own and others' needs for privacy. • Responding to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. • Identifying who to talk to if worried or concerned.
	<u>RSHP – Friends and Friendships & People who look after me</u> • Understanding how friendships are formed.

example, teachers and family members.	- Understanding positive things about friendships and relationships but when something worries or upsets me, I know who I should talk to. - Knowing that there are people in our lives who care for and look after us and that people can be cared for by different adults.
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How you can help at home

PE

- Encourage your child to be active. Take them to the park, go on family walks, cycle rides, or dog walks. Play outdoor games with your child that involve different movements such as throwing, catching, kicking, jumping, etc.
- 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.

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 - taken from the Scottish Government's RSHP programme.

In early learning and in P1 onwards at school, we will use these words: **penis, vulva, bottom, nipples, scrotum, testicles**. We do this because if children have the correct words this means we all understand each other. This keeps them safe. They learn that these are just parts of their bodies, they shouldn't be embarrassed about them. You can use these words when you need to talk about their private parts. (Just to explain, we use the word vulva because this is the correct word for the part of their genitals that the girl can see – the vagina is the bit inside).

INTERDISCIPLINARY LEARNING

What your child is learning in school

P1	P2
<u>Expressive Arts – Music</u> - Using my voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. - Exploring sound and rhythm by playing different instruments or moving my body (e.g. clapping, tapping). <u>Technologies</u> - Using a range of tools and materials when creating pictures and models. - Describing materials by touch using words like sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light. - Identifying whether a material is suitable for a specific function or task. <u>Religious and Moral Education</u>	<u>Expressive Arts – Music</u> - Performing simple melodic parts, for example, on tuned percussion, tin whistle or recorder. - Following performance directions, for example, following the group leader. - Following simple music notation, for example, in the form of pictures and graphics to understand the rhythm of a piece of music. - Sharing thoughts and feelings about music from different types of performance, styles and cultures. <u>Technologies</u> - Creating pictures and models for a specific purpose. - Using appropriate tools and joining methods to construct a model. - Identifying different materials and their properties (hard, soft.....) and why they have been selected for a task

- Sharing thoughts about what is fair, unfair, caring and sharing.
- Learning about stories, images, and music from Christianity.
- Exploring how and why Christians celebrate Christmas.

Science

- Investigating the different properties of water and sharing my findings with others.
- Identifying the three main states of water (ice, water and steam) and using scientific vocabulary to describe changes of state.
- Talking about the science I encounter in my everyday experiences.
- Exploring, through role-play, how science and science skills are used in a variety of jobs.

Social Studies

- Drawing or making simple models of the local area, for example my school and its surroundings.
- Identifying different ways of taking journeys and drawing a simple map to show the route of a familiar journey.
- Learning about how different ways of travelling impact the environment.
- Describing and recording different kinds of weather, linking this to the changing seasons.

Religious and Moral Education

- Describing and discussing a personal value and how it might affect my actions.
- Describing, discussing and expressing an opinion with at least one reason on a belief from Christianity.
- Describing and discussing a personal belief and how this belief might affect my actions.

Science

- Describing the changes of states of water, for example, 'condensation' and 'evaporation' knowing that pure water boils at 100°, melts at 0° and freezes at 0°.
- Classifying materials into natural and human-made (synthetic) and identifying their properties e.g. rough, smooth, waterproof, and their uses linked to these properties.
- Discussing and expressing opinions about science topics in real-life experiences and how people use science in their everyday lives.

Social Studies

- Drawing or making a model of a feature in the local landscape.
- Identifying a way that the school looks after its environment.
- Using instruments to measure at least two different weather elements – rainfall, temperature & wind direction and discussing how weather affects life.
- Producing a basic map for a familiar journey.

How you can help at home

Expressive Arts – Music:

- Help your child to learn the songs they will begin to learn for our Christmas Nativity show.
- Talk about different types of music they hear on the radio and why they like or dislike it.

Technologies

- Use your household recycling to create a junk model challenge for a particular purpose e.g. a machine that could help around the house. Talk to your child about why they have used each item of junk and how they have joined them.

Science:

- Talk to your child about places they can see the three main states of water – ice, water and steam. What are the conditions like when we see water in these states? E.g. steam when the water is very hot and ice when the water is very cold.
- Talk to your child about ways in which the weather affects our lives e.g. the need for hats and gloves in cold weather or setting off earlier to school in the winter so that we can take our time on icy pavements.
- Talk to your child about why particular items help us in different weather e.g. Why do wellies help us when it is raining? Why are umbrellas not made out of wool?
- <https://www.bbc.co.uk/bitesize/articles/zd9w8hv>

Key Vocabulary:

- **Evaporation** = when a liquid, like water, turns into a gas.
- **Condensation** = when a gas, like steam, turns back into a liquid.
- **Rigid** = an object that can bend or change shape easily without breaking.
- **Flexible** = an object is stiff and hard to bend. If you try to bend a rigid object, it will either not move at all or snap and break.

Social Studies –

- Take a walk around the local area, pointing out the physical features of the landscape such as the hills, streams and rivers, woodlands. Do the same for the human features of the landscape such as important buildings, playgrounds, roads, bridges.

Useful websites:

<https://www.clovenfords.net/wp-content/uploads/Clovenfords-History-Leaflet.pdf>

Key Vocabulary:

- **Human features** = things in the landscape that have been built or made by people.
- **Physical features** = things that occur naturally in the world.