

LITERACY AND LANGUAGES

What your child is learning in school	How you can help at home
Reading - identifying the key features of fiction and non-fiction books. - using contents, index, headings, sub-headings, and diagrams to help locate information. - finding key information from a text using different strategies. - selecting, sorting and using information from a variety of texts for a specific purpose. - making and using notes to show understanding, explore ideas or to create simple texts. - asking and answering a range of questions about the main ideas and purposes of texts. - recognising the difference between fact and opinion.	Book Sort: Gather a mix of storybooks and information books (e.g., animal facts, recipe books). Ask your child to sort them into two piles — <i>fiction</i> and <i>non-fiction</i>. Feature Hunt: Point out features — title, author, pictures, photographs, contents page, glossary — and talk about why they're used. Guess the Purpose: Ask, "Is this book to make us laugh? To teach us something? To tell us a story?" Key Vocabulary Fiction: a story that is made up or imagined Non-fiction: a story based on real events or people. Contents: a page at the beginning of a book that lists chapters/sections and the page numbers where they can be found. Index: a list of important words or topics in a book, usually found at the end, showing the page numbers where each topic is mentioned.
Writing - creating a variety of texts for different purposes. - selecting, organising and conveying information in different ways. - using vocabulary and language for specific purposes. - linking sentences using common conjunctions, for example, and, because, but or so. - starting sentences in a variety of ways to engage the reader. - checking writing to ensure it makes sense. - writing independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.	List Maker: Write shopping lists, packing lists, or birthday wish lists together Recipe Time: Help your child write their own simple recipe (e.g., "How to make a sandwich"). Daily Journal: Encourage short daily entries ("Today I went to..."). Focus on using capitals and full stops. Key Vocabulary Report: write or tell about what you read, what you did, or what you learned. Instructions: write how to do something step by step.
Listening and talking - identifying and discussing the purpose of texts, watched or listened to. - asking and answering a range of questions to inform their understanding of a text. - identifying and discuss the key ideas of spoken texts and uses the information gathered for a specific purpose such as	Purpose Detective: After watching a short clip (e.g., a cartoon, song, or advert) ask questions such as: "Is this trying to make us laugh?" "Is it teaching us something?" "Is it telling a story?" Question Maker: Swap roles — your child asks <i>you</i> questions about the text or video.

recounting an experience or recalling an event. - making short notes under headings for texts listened to or watched, demonstrating understanding, and can use these for different purposes. - using own notes in a logical sequence to create new texts.	Key Vocabulary Note taking: writing or drawing important information from what you read, hear, or see so you can remember and review it later.
French - recalling ‘missing’ words in songs, rhymes or poems which have been well-practised. - understanding of simple classroom instructions. - demonstrating an understanding of familiar words and simple phrases.	Pause and fill: Sing simple French songs your (e.g. <i>Frère Jacques</i> or <i>Tête, Épaules, Genoux, Pieds</i>). Pause before a key word and let your child fill it in. Frere Jacques - French Nursery Rhyme Tête, Épaules, Genoux, Pieds Head, Shoulders, Knees and Toes in French Toffee TV

MATHS AND NUMERACY

What your child is learning in school	How you can help at home
Number - using strategies to estimate an answer to problem, for example, doubling and rounding. - rounding whole numbers to the nearest 10 and 100. - counting forwards and backwards in 2s, 5s, 10s and 100s. - using multiplication strategies, for example, repeated addition, grouping, arrays and multiplication facts. - applying strategies to solve division problems, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts.	Snack Estimating: Put a small handful of items (e.g. grapes, Lego, coins) on the table. Ask, “<i>About how many do you think there are?</i>” Then count to check. Doubling Challenge: Give a number under 10 and ask your child to double it mentally (“<i>What’s double 6?</i>”). Try using real-life contexts — double the number of apples, toy cars, etc. Rounding Around the House: Look at numbers on clocks, cereal boxes, or price tags. Ask, “<i>Is 47 closer to 40 or 50?</i>” or “<i>If something costs £72, what’s that close to £10s?</i>” Lego Arrays: Build arrays with Lego (3 rows of 4 bricks = 12). Write the matching multiplication sentence ($3 \times 4 = 12$). Snack Sharing: Share food equally between toys or family members (“<i>12 strawberries between 3 people — how many each?</i>”). Key Vocabulary Estimate: a rough guess or calculation of a number, amount, or value. Round: to change an amount to a nearby number that’s easier to work with — usually ending in 0.
Expressions & Equations: Addition and Subtraction understanding and using the terms ‘equal to’, ‘not equal to’, ‘less than’, ‘greater than’, and the related symbols.	Movement Counting: Clap, jump, or hop as you count — e.g. hop in 2s to 20, clap in 5s to 100.

Patterns and Relationships - counting forwards and backwards in 2s, 5s and 10s from any whole number up to 1000. - describing patterns in number, for example, in the multiplication tables and hundred square. - Continuing and creating repeating patterns involving shapes, pictures and symbols. - Describing continuing and creating number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting). Data Analysis - Asking and answering questions to extract key information from charts, diagrams, bar graphs and tables. - Selecting and use the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies. - Using a variety of different methods, including digital technologies to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams. - including a suitable title, simple labelling on both axes and an appropriate scale.	Around the House: Count real-life items — steps in 2s, coins in 5s, pegs in 10s. Bead or Pasta Patterns: Use coloured beads, buttons, or pasta to make a pattern (e.g. red, blue, red, blue). Ask your child to continue or create their own. Draw the Pattern: Draw simple shape patterns (▲●▲●) or emojis (😄😎😄😎). Sound Patterns: Clap, tap, or stamp simple rhythms (clap–clap–stamp–clap–clap–stamp) and have your child repeat or change them. Toy Graph: Sort toys by type (cars, dolls, blocks) and make a quick bar chart using Lego bricks or paper bars. Ask and answer questions about it. Weather Watch: Keep a simple weather chart for the week — tally sunny, rainy, cloudy days, then talk about what you notice. Key Vocabulary Carroll Diagram: a chart used to sort items into groups based on whether they have certain properties (yes or no). Venn Diagram: uses overlapping circles to show how different groups of things are related. Overlapping parts show items that belong to more than one group.
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HEALTH AND WELLBEING

What your child is learning in school	How you can help at home
PE - moving at different speeds – slowly, steadily and quickly. - Sustaining energetic levels of play/activity. - recognising different body parts required to sustain energetic activity. - taking turns with others to use equipment safely. - demonstrating how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. - performing basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. Relationships, Sexual Health and Parenthood – My Body & My Body Belongs to Me (P2) - identifying the correct words for body parts and their functions.	Dance Party: Put on favourite songs and see who can keep dancing the whole song without stopping! Chasing Challenge: Play tag or “shadow chase” (try to step on each other’s shadow) to keep moving energetically for several minutes. Jump Patterns: Try “one foot to two feet” or “two feet to one foot” jumps across the garden or living room. Private or Public Game (P2): Discuss examples and decide whether they are <i>private</i> or <i>public</i>: “Brushing your teeth?” (public) “Changing clothes?” (private)

- 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. RSHP – Friends and Friendships & People who look after me (P2) - understanding how friendships are formed. - 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. RSHP – My Family/All Families are Different (P3) - explaining that there are different types of families, with different roles. - identifying that families may differ, but they still care for each other. - understanding how these differences can influence relationships positively or negatively. - giving examples of positive interactions with peers and family members. - knowing appropriate adults or peers to talk to when they are concerned. - beginning to use simple strategies for seeking help or support. RSHP – Feelings and Safety (P3) - demonstrating an awareness of fairness, sharing, and taking turns in friendships. - showing emerging confidence in expressing feelings or concerns in safe contexts. - understanding the concept of personal space and why it is important. - recognising boundaries in friendships and relationships. - identifying and interpreting simple verbal and non-verbal cues (e.g., facial expressions, gestures, tone of voice).	“Using the toilet?” (private). People Who Care About Me (P2) Draw a picture of three friends or people who care about you. Next to each person, write or say one thing you like about them. Draw or write the name of one adult you can talk to if something worries or upsets you. Key Vocabulary (P2) - taken from the Scottish Government's RSHP programme. In 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). Compare & Connect (P3): Talk about families your child knows — single parents, grandparents, foster families, two mums or two dads, blended families — and what makes each special. Friendship and Feelings Chart (P3) - Draw a chart with three columns: - Happy 😊 - Sad 😞 - Worried 😟 - In each column, draw or write one thing that makes you feel that way. - Next to your drawings, write who you can talk to if you feel that way. - Talk with a family member about how you can be a good friend (sharing, taking turns, respecting space). Key Vocabulary Interaction: how you talk, play or do things with other people. Boundary: the space or rules that can help people feel safe and comfortable.
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INTERDISCIPLINARY LEARNING

What your child is learning in school	How you can help at home
Expressive Art	Homemade Instrument Practice: Make simple instruments (bottle shakers, tin can

- performing simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
- following performance directions, for example, following the group leader.
- following simple music notation, for example, in the form of pictures, graphics, treble clef.
- sharing thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.

Religious and Moral Education

- describing and discussing at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion, illustrating how this value could be put into practice.
- describing and discussing at least one personal value and at least one example of how own values might affect actions.

Science

- linking new knowledge of dissolving to real-life examples of things that dissolve and things that don't dissolve.
- predicting, investigating and recording how solubility is affected by heat and stirring.
- identifying and talking about types of energy that we get from different energy sources, for example, light, sound, heat and electrical.
- using knowledge of different energy sources, for example, sun, food, fuel, wind and waves, to discuss the importance of different types of energy for everyday life and survival.

Social studies

- identifying the difference between a more and less trustworthy source.
- drawing a short timeline and can locate two or more events on the line in the correct order.
- using information learned from sources to relate the story of a local place or individual of historic interest through media such as drawings models or writing.
- drawing comparisons between modern life and life from a time in the past.
- naming a figure from the past and comments on their role in events.

Technology

- identifying changes to technologies for example, televisions and mobile phones

drums, xylophone with glasses filled at different levels). Try playing high and low sounds.

- **Play Along:** Find a karaoke or YouTube version of a familiar song and play or tap along with the beat.
- **Conductor Game:** Take turns being the “conductor.” One person leads the family band — signals when to start, stop, play loud or quiet.

- Ask your child about their understanding of values and religion to say one way they could show each value at home today. e.g. “I can show kindness by helping set the table.”

- **Hot or Cold?** Use sugar or salt in two cups of water: one warm, one cold. Stir each cup and see which dissolves faster. Ask your child to predict before stirring:

“Which do you think will dissolve first?”

- Discuss: “What made it dissolve faster? Heat, stirring, or both?”

- **Spot the Energy:** Walk around the house and identify examples of energy:

- Light: lamp, sunlight
- Heat: stove, radiator, warm water
- Sound: music, TV, voices
- Electrical: fridge, phone, fan.

Optional: make it a fun game — “Can you find three things that use sound energy?”

- **True or Not True?** Give 2–3 simple short statements about a historical fact or local place, some true, some silly or made-up. Ask your child: “Which one seems more trustworthy? Why?”

- **My Technology Day:** Ask your child to think about all the technologies they use in a day e.g. TV, tablet, phone, computer, oven, games console. have them talk through or draw a simple timeline of the day showing when and how they used technology.

Key vocabulary

Dissolve: when something mixes into a liquid and seems to disappear.

Soluble: something that can dissolve in a liquid.

discuss times when they have used different technologies.

Predict: guess what might happen next.

Energy: gives something power to move or work.