**Primary 1/2 - Term 1 Overview**

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| **Literacy and English** | | | | |
|  | **Primary 1** | | **Primary 2** | |
| **Spelling** | To recognise new letters I learn.  To form new letters I learn correctly.  To begin to blend sounds to make words.  To identify sounds in words. | | To revise and extend phonic knowledge learned previously.  To read and identify new tricky words.  To learn how to spell new tricky words.  To use knowledge of tricky words to support my reading.  To use knowledge of tricky words to support my writing. | |
| **Grammar**  (Please note that P1 will be doing tricky words) | To identify tricky words ‘I’ and ‘The’.  To write tricky words ‘I’ and ‘The’.  To observe irregularities within tricky words. | | To learn to use sentences within writing and speaking.  To increase the level of independence when I write.  To check my writing makes sense.  To develop my understanding of nouns, verbs and adjectives.  To develop my understanding of alphabetical order.  To use an increasing amount of punctuation within my writing. | |
| **Handwriting** | To use the correct pencil grip.  To form letters and numbers correctly.  To form letters and numbers legibly.  To increase the speed at which I form letters and numbers.  To write letters on the lines. | | To form letters correctly.  To form letters legibly.  To increase the speed at which I form letters.  To form all letters consistently (size and shape).  To leave an equal space between letters.  To write letters on the lines. | |
| **Reading and Comprehension** | To identify phonic sounds.  To begin blending phonic sounds.  To read CVC words by blending.  To begin to develop an understanding that reading starts from left to right. | | To retell stories, giving main points in sequence.  To compare preferences.  To identify and discuss characters and settings.  To read with fluency.  To read with accuracy.  To read with comprehension.  To expand my vocabulary through reading.  To read for enjoyment. | |
| **Listening and Talking** | To listen and respond to specific instructions.  To give descriptions for others to follow.  To suggest question words for show and tell.  To share information about my show and tell item in front of an audience.  To ask questions to others.  To engage with others using oral language.  To engage with others using body language.  To listen while someone else is talking and wait my turn.  To create my own stories with others during planned and unplanned play experiences. | | | |
| **Writing** | To come up with my own rhyming words.  To identify the rhythm of a nursery rhyme or simple poem.  To sequence a story using pictures, objects and words.  To stretch my imagination through my play with others. | | To write using stimulus around me for ideas.  To describe a character using adjectives.  To describe a setting using adjectives | |
| Play based learning will be taking place in the classroom where I will be taking observations of their play but also providing challenges and extension through play. There will also be a selection of photos shared on the GLOW blog that I will share a link with, weekly, via email. | | | | |
| **Numeracy and Mathematics** | | | | |
|  | | **Primary 1** | | **Primary 2** |
| **Number** | | **Numbers to 10**  To use number sequence  To understand place value  To understand comparing and ordering  To use number names, ordinal numbers.  To understand estimating and rounding | | **Numbers to 100**  To use number sequence  To understand place value  To understand comparing and ordering  To use number names, ordinal numbers.  To understand estimating and rounding |
| **Beyond Number** | | Shape  To identify, describe and draw 3D shapes  To identify, describe and draw 2D shape  To use appropriate directional language, | | **Shape**  To identify, describe and draw 3D shapes  To identify, describe and draw 2D shape To use appropriate directional language |
| **Health** | | | | |
| **Health** | | To be aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  To know who I should talk to if I am worried about things.  To know that there are people in our lives who care for and look after us  To have some understanding to respect personal space and boundaries  To recognise that we have similarities and differences but are unique. | | |
| **PE** | | **PE with Mrs Ritchie** | | |
| **Interdisciplinary Learning** | | | | |
| **Big Questions Choice Target  Play** | | OUR BIG QUESTIONS THIS TERM ARE:  What are living things and non-living things?  What are invertebrates and vertebrates?  What is energy?  What is heat and temperature?  What is force?  What is friction?  How do we reduce friction?  OUR CHOICE TARGETS THIS TERM ARE:  Dinosaurs The Sea Lighthouses Transport Fairy Tales  Space People Who Help Us  To be involved in decision making and consider different options when making decisions  To make decisions and take responsibility in my everyday experiences  To show consideration for others  To make choices about where I work, how I work and who I work with To be aware of different evidence when learning about current issues in society  To make contributions to discussions, showing understanding of the difference between my needs and wants and those of others around me  To consider the meaning of rights and responsibilities and discuss those that are relevant to me | | |

**Timetable for Specialist Teachers**

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| **Day** | **Class** | **Teacher** |
| Tuesday | Music | Mrs Pottinger |
| Wednesday | Art | Mrs Burr |
| Thursday | P.E. | Mrs Ritchie |