

PUSCPS – LEARNING OVERVIEW

P1– Term 1 (August-October 2019)

This is an overview of all P1 learning. These experiences may be differentiated to support and challenge each child.

The main focus for learning this term will be: ‘Building our Class Community’ and ‘Pumpherston People - Our Working Village’

Literacy

Listening and Talking

- Listening games – same / different
- Turn-taking through games.
- Making eye-contact with talking partners.
- Sharing ideas and thoughts across learning.
- Identifying sounds in words.

Writing

- Mark-making in play using different materials.
- Mark-making alongside pictures to label or tell stories.
- Beginning to form taught letters.
- Writing some common words.
- Begin to attempt some words.

Reading

- Joining in and sharing ideas about stories.
- Beginning to recognise lower-case letters and their sound.
- Blending 2/3 sounds to read short words.
- Reading common words.
- Tracking from left to right.
- Recognising word boundaries and spaces.
- Making predictions about stories from picture clues.

Numeracy

- **Number:** Recognising, sequencing and beginning to write numbers to 10 or 20 / counting objects accurately using one to one correspondence / counting songs / counting forwards and backwards
- **Money:** linked to interdisciplinary learning

Health and Wellbeing

- Creating a class community - developing an understanding of some children’s rights and how we can contribute to creating a good learning environment.
- Online safety – telling an adult if they see something that makes them ‘feel funny in their tummy’.

P.E

- Responding to signals during games and moving in different ways/ sharing equipment / balancing and rolling objects / throwing and catching / dribbling around obstacles

Interdisciplinary Learning

Pumpherston People: Our Working Village (Social Studies, Drama & Maths)

- Exploring services and shops in our community.
- Exploring the jobs people have.
- Creating questions to ask visitors.
- Creating maps of village
- Exploring money and its use.
- Taking on roles in role play
- Helping to plan / create role play areas linked to the jobs people do.

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Discrete subjects

Languages – French

- Hello and goodbye
- Beginning to order coloured lunch trays or packed lunch using French.

Science

Space: identify the sun, moon and stars in the sky / describe how the presence or absence of the sun gives day and night

Expressive Arts

- **Art:** exploring different materials to create pictures using my imagination and experiences in other learning
- **Drama:** IDL
- **Music:** keeping a steady beat / using voices to sing songs

Religious and Moral Education

- The need for rules and citizenship / seasons / exploring Harvest traditions

Technologies

- Using digital devices safely and to support learning / talk about why we use password and passcodes / beginning to log into devices using passwords / using different materials and glue to make creations during exploratory play.

Opportunities for personal achievement and involvement in the ethos and life of the school

- Taking part in assemblies
- Contributing to the 'Pumphie Pals' Group, working with children of different stages to take our school forward.
- Junior Leadership Team opportunities
- Linking learning to children's rights
- Classroom roles: milk monitor, etc.
- Tidy Teams

Other information

Gym Days

Monday & Wednesday

Home Learning Bags

- Sounds and common words are kept within bags.
- Children will need to bring in their bags **every day**.
- Reading books will begin to be issued later in the term as appropriate.

Many thanks,

Mrs Hardie & Mrs McJimpsey