

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: Picture Book Prize and 'Toys'

Literacy

Listening and Talking

- Turn-taking through games.
- Making eye-contact and sharing ideas with talking partners.
- To speak to an audience clearly
- Maths Talk partner discussions
- Sharing ideas and thoughts across learning.
- Identifying sounds in words for reading and writing

Writing

These skills will be developed through different writing genres

- Mark-making in play using different materials.
- Mark-making alongside pictures to label or tell stories.
- Form taught letters.
- Beginning to write a sentence using finger spaces and full stops
- Writing common words.
- Writing 2/3 letter words more independently through listening for individual sounds
- Beginning to use vowel sounds in writing, e.g. ai / ee / oo
- Writing linked to IDL

Reading

- 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.
- Answer questions about characters and events.
- Identifying non-fiction texts and their features

Numeracy & Maths

- **Numeracy:** forming numbers correctly / estimating larger and smaller amounts / counting objects accurately / addition facts for 5 and 10 / counting backwards from 20 or 30 / partitioning numbers
- **Time:** beginning to recognise o'clock times on analogue and digital clocks.
- **Shape:** recognise, sort and describe common 2D and 3D shapes
- **Money:** through IDL

Health and Wellbeing

- Emotions

P.E

- Gymnastics / hand & eye coordination games

Interdisciplinary Learning

Unicorns (Literacy, Art & Social Studies) / The Station Mouse (Expressive Arts & Literacy)

- Makes an attempt to take turns when listening and talking in a variety of contexts.
- Listens and responds to others appropriately.
- Asks questions and responds relevantly to questions from others
- Shares ideas with a wider audience, for example, group or class.
- Asks and answers questions about texts to show and support understanding.

- Makes simple predictions about texts.
- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relates information and ideas from a text to personal experiences.
- Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts
- When creating images and objects, uses a variety of available materials and technology.

Toys (Science, Social Studies & Technologies)

- Looking at items to decide if from past or present
- Becoming familiar about how people lived in the past through play.
- Asking questions about items from the past
- Designing and making own toys
- Looking at different evidence to learn about the past
- Describe materials
- Select and use materials to create own toy.
- Selecting materials for different uses and exploring which works best.

Discrete subjects

Languages – French

- Simple hello and goodbye phrases

Expressive Arts

- **Art:** Christmas and Winter art through exploring different materials
- **Drama:** Nativity role
- **Music:** learning words to sing Nativity songs

Religious and Moral Education

- Nativity performance / respecting different faiths and beliefs at Christmas

Technologies – IDL

Science – Vibrations & Waves

Social Studies – IDL

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

- Contributing to the 'Pumphie Pals' Group, working with children of different stages to take our school forward.
- Nativity performance
- Children in Need & dress-up
- Dress as a book character
- Junior Leadership Team opportunities
- Linking learning to children's rights
- Classroom roles: milk monitor, etc.

Other information

Gym Days

Monday & Wednesday

Home Learning Bags

All sounds are now in bags. Children will need to bring in their bags each day. Reading books will go out alternate days.

Many thanks,

Mrs Hardie & Mrs McJimpsey