



## Primary 1 Term 2 What are we learning in Literacy?

Below is a brief outline of what your child will be covering in Term 2. Please use this information to support your child by making Literacy a regular but fun part of everyday life.

| <b>Talking and Listening</b>  | <b>Reading</b>  | <b>Writing</b>  |
|---|---|---|
| <p>Our topics this term are 'Lost and Found' (Polar Lands) and 'People who Help Us'.</p> <p>Listening to songs, stories and rhymes as a class.</p> <p>Whole class discussions e.g. topic discussions, plenary sessions during play.</p> <p>Talk about personal experiences and events.</p> <p>Phonological awareness tasks e.g. listening and following instructions, repeating sequences, patterns and rhymes.</p> <p>Follow increasingly complex instructions.</p> <p>Six bricks activities to encourage effective listening.</p> | <p>Whole class story time.</p> <p>Daily guided reading sessions with teacher and CA. Beginning to track text and make one to one correspondence between written and spoken words.</p> <p>Decodable reading books will be sent home on a Thursday to be returned on a Friday.</p> <p>A sharing book (book to be enjoyed with an adult) will be sent home on a Monday to be returned on a Thursday.</p> <p>Reading and tricky word practice encouraged and developed during play.</p> <p>Little Wandle phonics programme followed. Encouraging sound-talk and blending to read words.</p> <p>Tricky word games.</p> | <p>Explore how to spell and write words using phonic knowledge.</p> <p>Write some tricky words.</p> <p>Having a go at writing a sentence independently.</p> <p>Circle time- pupils will help make lists e.g. Penguin Facts, People who help us, different emotions we have etc.</p> <p>Teacher as scribe - what we know about penguins – report writing, end of topic 'what we learnt', story writing.</p> <p>Persuasive writing based on 'The Snail and the Whale'.</p> <p>Phonics- correct letter formation and pencil hold / control.</p> <p>Capital letters, full stops and spaces between words.</p> |

### What can you do to help at home?

- Continue to encourage correct grip and hold of pencil ("nip, flip and grip").
- Read daily with your child – encourage reading of CVC words e.g. s-a-t p-o-t and tricky words learned so far.
- Talk through and practice tricky words and phonemes using flashcards sent home.
- Practice formation of letters daily.

### Useful Website

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



## Primary 1 Term 2 What we are learning in Numeracy?

Below is a brief outline of what your child will be covering in Term 2. Please use this information to support your child by making Numeracy a regular but fun part of everyday life.

| <b>Number</b>   |  |   |
|---|--|---|
| <p><b>Mental Maths:</b> Counting forwards and backwards to 20. Counting everyday objects e.g. stickers, pupils in the class, conkers, leaves etc.</p> <p><b>Number:</b> Counting and formation of numbers 0 -10.<br/>Order numbers and develop knowledge of number after and number before within 10.<br/>Recognise numbers up to 10 and make sets for a certain number.<br/>Look at and sort real money. Discuss what we need money for.<br/>Carry out simple calculations e.g. adding two numbers up to 10.</p>   |  |   |
| <b>Shape and Space</b>  | <b>Measure</b>   | <b>Handling Data</b>  |
| <p>Exploring a range of shapes and recognising and naming 2D shapes.</p> <p>Using 2D and 3D shapes to create pictures and patterns.</p> <p>Copy, continue and create own patterns and talk about them.</p>  | <p>Understand the basic language associated with time (o'clock) and discuss the hands on the clock.</p> <p>Explore significant times on the clock e.g. lunch time / home time.</p> <p>Order the days of the week.</p> <p>Explore capacity in practical situations.</p> <p>Discuss language associated with capacity e.g. full / empty / half full etc.</p> | <p>Create a simple bar graph as a whole class and discuss the data.</p> <p>Record information / sort using a basic Venn and Carroll diagrams.</p> <p>Sort collections and discuss using associated language.</p> <p>Partition sets into subsets to prepare for the exploration of the components of number.</p> |
| <p><b><u>What can you do to help at home?</u></b></p> <ul style="list-style-type: none"> <li>• Extend counting at home e.g. there are 4 birds in the garden, how many if one more comes along?</li> <li>• Encourage sorting e.g. sorting toys into colour, shape, size etc.</li> <li>• Practise number before / after and between.</li> <li>• Play lots of games e.g. I'm thinking of the number between 3 and 5.</li> </ul> <p style="text-align: center;"><b><u>Useful Website</u></b></p> <p style="text-align: center;"><a href="https://www.topmarks.co.uk/maths-games/3-5-years/ordering-and-sequencing">https://www.topmarks.co.uk/maths-games/3-5-years/ordering-and-sequencing</a></p> |  |   |

Some children may be working beyond these objectives.