



**Primary 1 Term 1**  
**What are we learning in Literacy?**

Below is a brief outline of what your child will be covering in Term 1. Please use this information to support your child by making Literacy a regular but fun part of everyday life.

Talking and Listening	Reading	Writing
<p>Our topics this term are Nursery Rhyme Cottage and Down in the Woods.</p> <p>Listening to songs, stories, poems and rhymes as a class.</p> <p>Whole class discussions e.g. topic discussions, road safety calendar.</p> <p>Sharing news/ weekend news.</p> <p>Phonological awareness tasks e.g. responding to a steady beat, identify syllables, recognise or generate some words that rhyme.</p> <p>Following daily instructions e.g. line up, tidy up, sit quietly.</p> <p>Six bricks activities to encourage effective listening.</p>	<p>Identifying or generating some words that rhyme.</p> <p>Whole class reading daily.</p> <p>Daily guided reading sessions with teacher and CA.</p> <p>Once reading is established, 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 encouraged during play and outdoor learning.</p> <p>Weekly visits to the school library.</p>	<p>Developing fine motor skills e.g. threading and pre-writing patterns.</p> <p>Circle time - pupils will help make lists e.g. what we saw on our autumn walk, different emotions we have etc.</p> <p>Teacher as scribe - topic planning 'what we learnt', story writing.</p> <p>Sequencing pictures to retell a story. Sequencing pictures to retell how to build a snowman and how to wrap a present.</p> <p>Free writing and drawing opportunities to express ideas.</p> <p>Phonics- letter formation and beginning to write missing letters in simple words.</p> <p>Name writing – formation of capital letter for beginning of names.</p> <p>Number formation- following the number rhymes.</p>

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

- Encourage correct grip and hold of pencil (reminder rhyme: “nip, flip and grip.”)
- Read with your child – talk about the book, how we handle and care for our books, the author / illustrator and what has happened / might happen next (prediction).
- Talk through and practice the number rhymes and encourage correct formation.
- Practice correct formation of letters and numbers daily.

**Useful Website**

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

**Primary 1 Term 1**  
**What we are learning in Numeracy?**



Below is a brief outline of what your child will be covering in Term 1. 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 10. Counting everyday objects and developing one to one correspondence e.g. stickers, pupils in the class, conkers, leaves etc.</p> <p><b>Number:</b> Counting, correct number formation and ordering of numbers to 10. Recognise 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 shapes to create pictures and patterns.</p> <p>Construct and make models using 3D shapes.</p> <p>Sort collections of shapes in various ways and describe their arrangements.</p> <p>Explore body space through a range of movements.</p> <p>Explore movement through space during indoor and outdoor activities</p>	<p>Understand the basic language associated with time (e.g. daily routines).</p> <p>Explore days of the week-days of the week song.</p> <p>Handle and compare objects of different size and weight and use language associated with length/weight.</p>	<p>Gather and record data e.g. favourite nursery rhyme / autumn walk as a whole class.</p> <p>Freely investigate the properties of a variety of materials and one/two/three property collections and answer questions about the arrangements.</p> <p>Sort collections of random materials and talk about how they have arranged them.</p> <p>Sort two-property collections for one criterion. Re-sort collections for a second criterion.</p>
<p><b><u>What can you do to help at home?</u></b></p> <ul style="list-style-type: none"> <li>• Encourage lots of counting opportunities at home e.g. counting the cars, trees, birds, steps etc</li> <li>• Encourage sorting during play e.g. sorting toys into colour, shape, size.</li> <li>• Identify shapes in the environment.</li> <li>• Practise correct number formation.</li> <li>• Use comparative language e.g. which is the longest / shortest? How do you know?</li> <li>• Order everyday objects according to length from shortest to longest/longest to shortest.</li> </ul>		
<p><b><u>Useful Website</u></b></p> <p><a href="https://www.topmarks.co.uk/maths-games/3-5-years/counting">https://www.topmarks.co.uk/maths-games/3-5-years/counting</a></p>		

Some children may be working beyond these objectives.