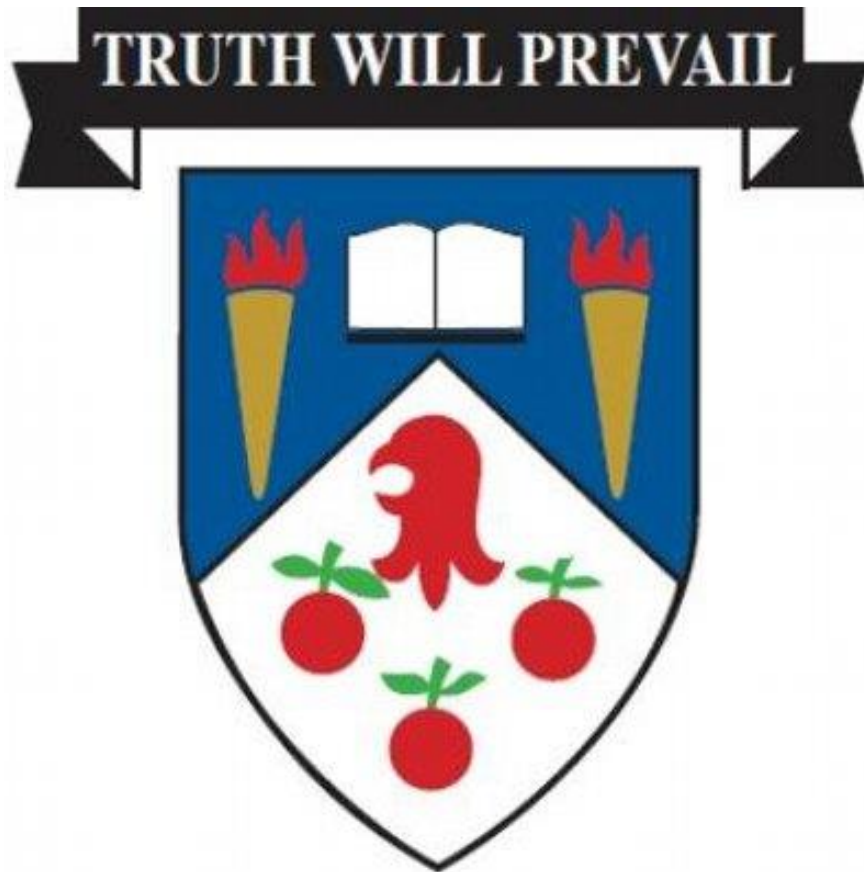


P1 Curriculum Meeting



Meet the SLT team



Mr Eagleson
Headteacher



Mrs Dickson
Depute
Headteacher
(N - P1)

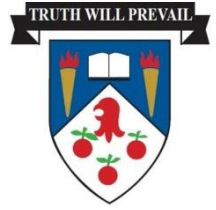


Mr Baxter
Depute
Headteacher
(P2-P4)



Mr Aitchison
Depute
Headteacher
(P5-P7)

Meet the teaching team



Mrs Beaven
P1C and P2C
(Mon – Weds)



Ms Black
P1C and P2C
(Thurs – Fri)



Miss Cook
P1A

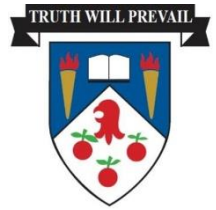


Ms Conway
P1B



Mrs Bobadilla
EYP

Flora's Values



Our Class Charter

We have the right to:

To respect this right we need to:

Play



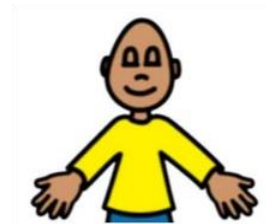
- Take turns
- Share
- Look after our things

Learn



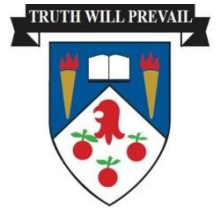
- Try our best
- Be good listeners
- Ask questions

Be safe



- Be gentle
- Walk in school
- Wash our hands

P1 Routines



8.50 - 9.05 Soft Start/Register

9.05 - 10.10 Literacy

Whole class input

teaching group

Play/independent challenges

10.10 - 10.30 Playtime

10.30 - 10.45 Milk and story

10.45 - 11.45 Numeracy/ Maths

Whole class input

teaching group

Play/independent challenges

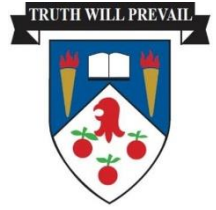
11.45 - 12.15 Health and Wellbeing/Music/French

12.30 - 1.30 Lunch

1.15 – 3pm Reading/Topic



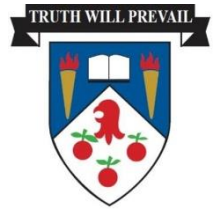
Play Pedagogy



The 5 characteristics of learning through play

<https://www.youtube.com/watch?v=rwKPvzEQYwE>

Literacy



Block 1 of the Literacy Rich Programme teaches children how words are made of sounds and how letters represent these sounds. We teach the letter sound not the name e.g. 'a' as in apple not 'A' as in ape. Children will learn to blend the sounds **s-a-t** to make the word **sat**.

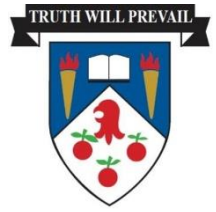
Oxford **OWL**

How to pronounce
pure sounds



<https://www.youtube.com/watch?v=UCI2mu7URBc>

Literacy



Tricky words

Tricky words are words we can't sound out such as I, the, to, he, me, put and was. We learn tricky words by saying the word, talking about the tricky part/parts and use the word in a sentence. We regularly practise reading and writing these words.

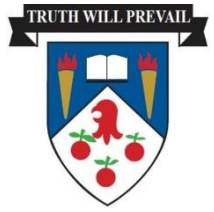
to
he
was



Tricky word noughts and crosses

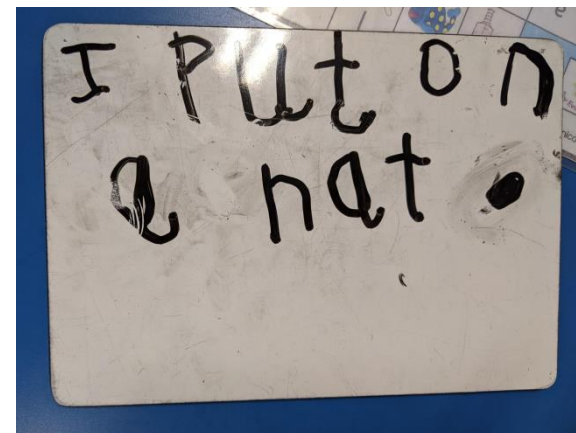
be	are	they
all	go	she
some	come	we

Literacy

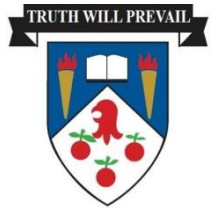


Block 2 of the Literacy Rich Programme is focussed on teaching digraphs sounds. The word digraph means two letters making one sound e.g. **sh, th, ai, ee**

- Recognise digraph sounds.
- Blend sounds together to read words containing digraphs.
- Writing sentences with capital letters finger spaces and full stops.
- Reading and writing tricky words.

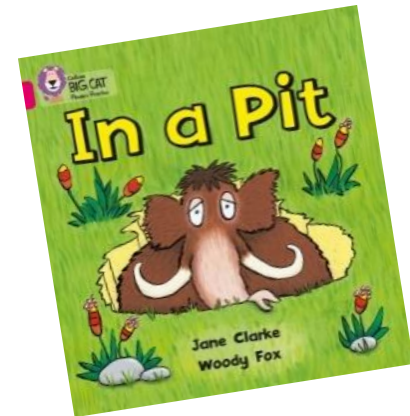
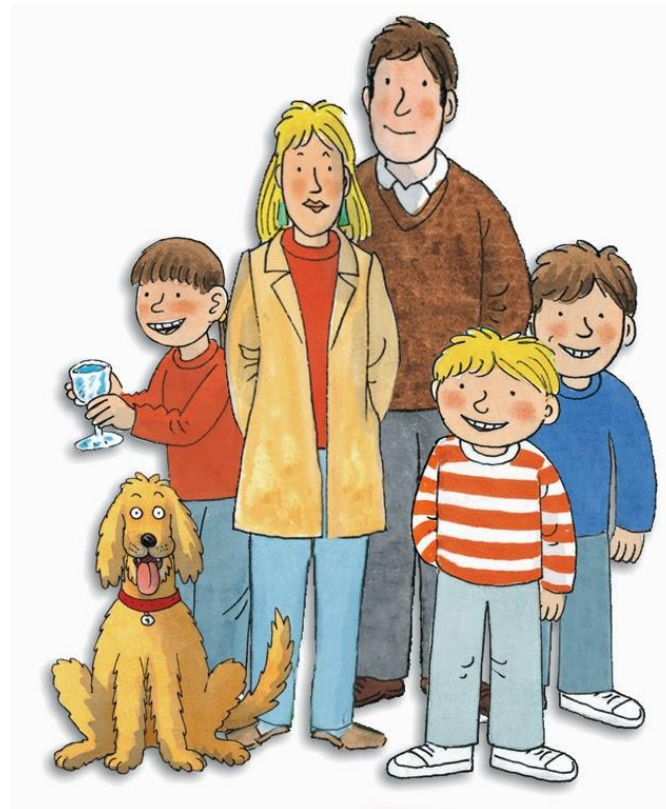


Reading

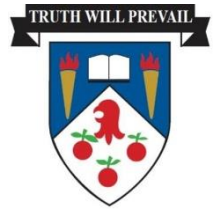


In P1 each day we provide lots of opportunities to develop children's reading:

Whole class story time
Group reading
Reading activities



Reading



Before Reading

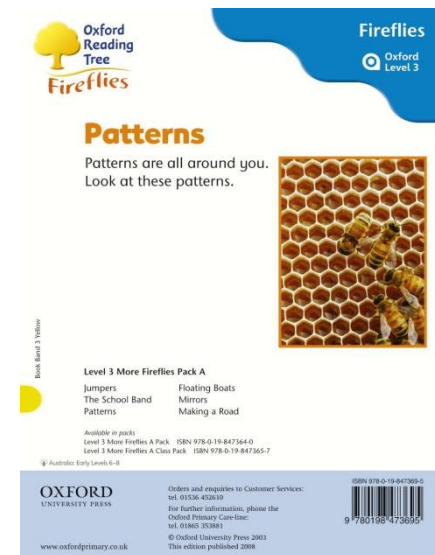
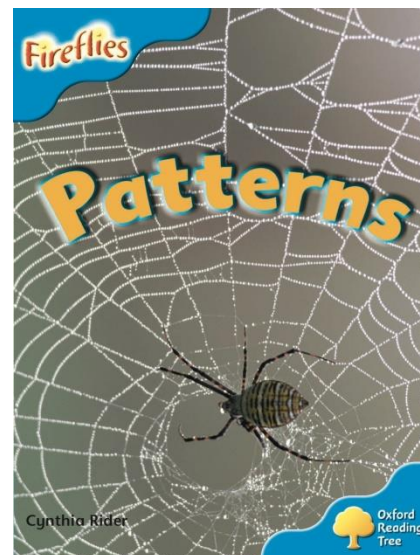
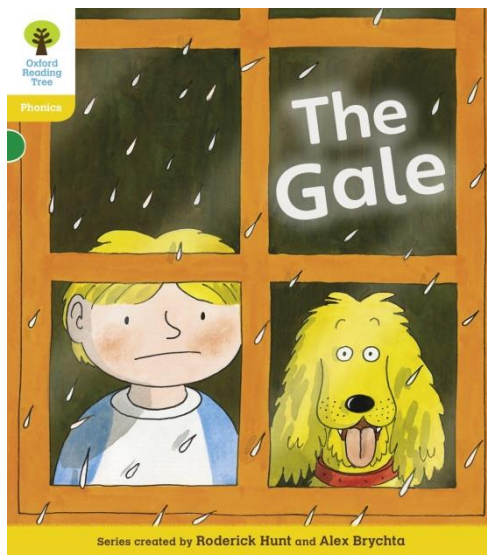
- Introduce new key words
- Look at the front cover and read the title together
- Identify the author and illustrator
- Look at the back cover and read the blurb
- Fiction/ Non-fiction/ Play script

Dad

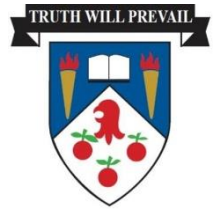
was

went

wanted

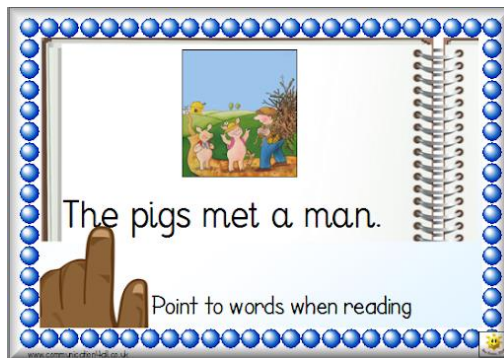


Reading



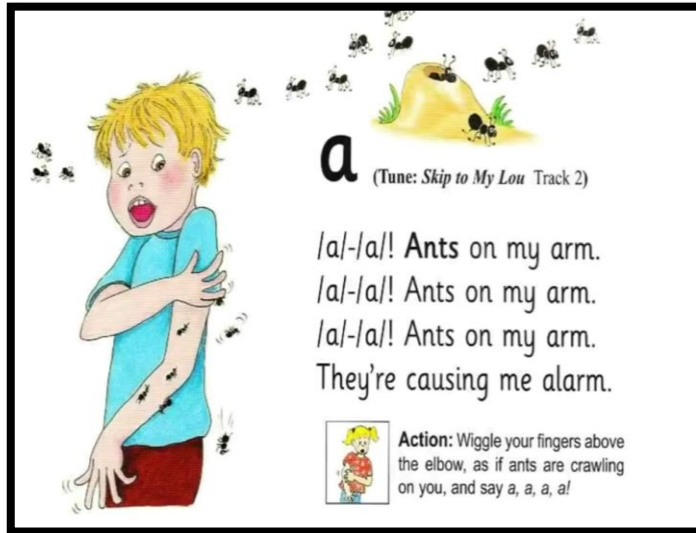
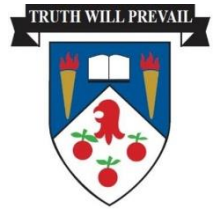
During Reading

- Encourage children to read as independently as possible.
- Point and track words with their finger.
- Explain the meaning of new words.
- Ask open questions e.g. what would you do if? What do you think will happen?



Biff went on the bridge.

How to Help at Home



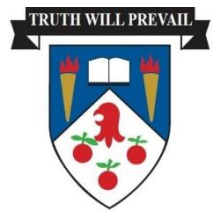
Read for enjoyment

Practise the Jolly Phonics songs and actions together



Play I Spy

SEAL

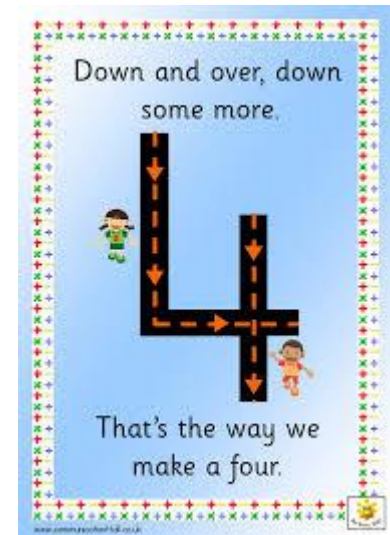


Edinburgh Council follow SEAL (stages for Early Arithmetical Learning)

Oral Counting – counting forwards and backwards, starting and stopping at different numbers e.g. 14 - 21 or 18 - 6

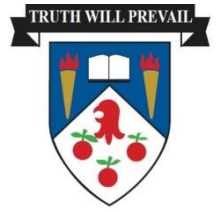
Number recognition and sequencing

Number formation



<http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf>

SEAL – Number Patterns



Dot patterns

I see four
and two



I see $3 + 3$

I see three
pairs

Finger patterns

I have made
four, can you do
this too?



Can you show
me 4 using two
hands?

I have four fingers on
this hand and two more
on this hand. I wonder
how many altogether?

I am going to use my
fingers to make doubles.
 $4 + 4 = 8$
I wonder what happens if
I add one more finger?



1



2



3



4



5



6



7



8

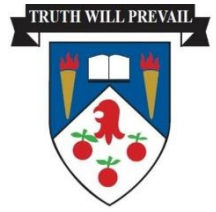


9



10

SEAL - Addition stages



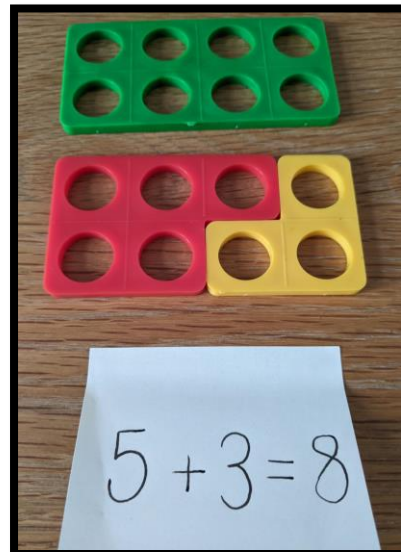
Step 1

Counting seen items in one collection



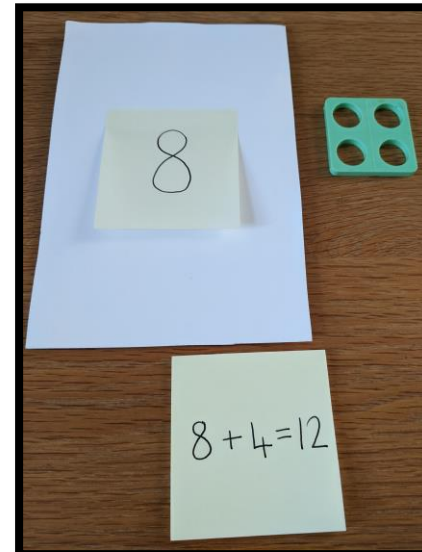
Step 2

Counting seen items in two collections



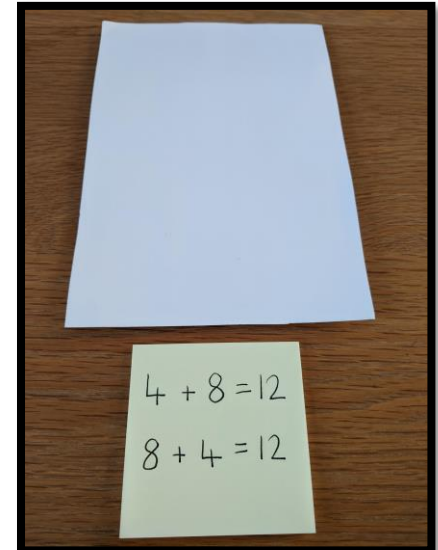
Step 3

Counting items with 1 collection screened/ hidden



Step 4

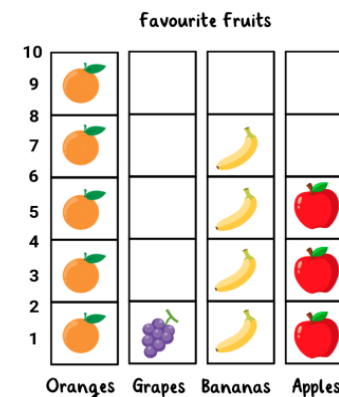
Counting items with both collections screened/ hidden



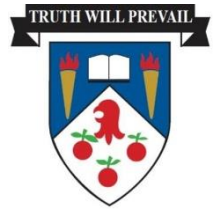
Maths



- **Shape** – recognise and name 2D and 3D shapes, explore, build and sort with shapes
- **Measure** – compare sizes and amounts
- **Time** – days of the week, months of the year.
- **Money** – recognising and adding coins
- **Data handling** – pictograms
- **Pattern** - continuing and creating repeating patterns



How to Help at Home



Play dice games



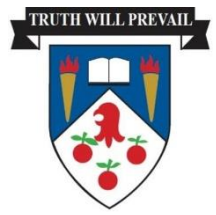
I see 5 and 2.
That makes 7.
Can you
describe it
another way?
What do you
see?



Point out numbers
you see on doors,
buses etc.

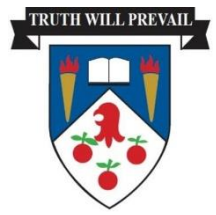


General



- **Drop off/ pick up** – please let your child's teacher know if they will be collected by someone new so we can make sure every child goes home safely.
- **PE** – dress your child in comfortable kit and trainers for PE. Your child's teacher will let you know which day/s of the week they will have PE.
- Please make sure pupils have a labelled **water bottle** and a small **healthy snack** for playtime.
- **Lunches** – order on Parent Pay
- **Label** all items with your child's full name and class e.g. clothes, coats, water bottles packed lunch boxes etc.

Thank you!



Contact us

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E-mail: admin@florastevenson.edin.sch.uk



Watch out for and read the weekly newsletter from Mr Eagleson