

Welcome to Andrews Memorial Primary School



A few reminders



Nut free school – no Nutella or peanut butter



Names on EVERYTHING!!



Remember to keep reading books in bags



If you're ever held up and there is no one in the playground, we will have taken your child to the school office



Keep working on taking on and off jumpers, coats and shoes

A typical day in Primary 1

- 8:40-8:55am – flexible start – children should be dropped off at the P1/2 door
- 9am – register taken and morning routine
- 9:15 – 10:30am – Play-Based Learning (indoors/outdoors)
- 10:30am – Break time and play time
- 10:50am – Task time
- 12:00pm – Lunch time and play time
- 12:40 – 1:50pm – Afternoon activities
- 1:55pm – Home time – children should be collected from the P1/2 playground



Play Based Learning



**The
importance
of play**

Play is the
highest form
of research

Albert Einstein



"WE DON'T STOP
PLAYING BECAUSE WE
GROW OLD;
WE GROW OLD BECAUSE
WE STOP PLAYING"

- George Bernard Shaw

"Children need the
freedom and
time to play.
Play is not a luxury.
Play is a necessity"

- Kay Redfield Jamison

play: \ple\ v.

1. to have fun and make
a big mess with toys.

Wall Sticker
Vinylwallart



PERMA

Five Pillars:

- Positivity – I am really happy in school
- Engagement – I always try to do my best
- Relationships – I enjoy working with others
- Meaning – I am trying hard to understand
- Achievement – Look what I can do!



Relationships



Engagement

Achievement



PERMA
in action!

Positivity



Meaning



Play based learning





Play Based Learning Areas

- Language and Literacy
- Mathematical Concepts
- Scientific Skills and Ideas
- Physical and Social Skills
- The World Around Us
- Being Creative

P1 Play Based Learning Topics

- All about me, Autumn, Apples and Colour
- Toys and Christmas
- Winter and Transport
- New Life and Spring
- Houses and Home, Fairytales and Castles and Summer



Play Based Learning: Outdoor Play



Literacy



Reading

Di Tri Berrese

Uans oppona taim ues tre berresse; mamma berre, pappa berre, a bebi berre.

Live inne contri nire foresta.

NAISE AUS.

NO MCHEGGIA.

Unno doi, pappa, mamma, e bebi go tudia bice,

Anie furchette loche di dorre.

Bai enne bai commose Goldilocchese,

The Three Bears

Once upon a time was three bears; mama bear, papa bear and baby bear .

Live in country near forest.

NICE HOUSE.

NO MORTGAGE.

One day, papa, mama and baby go to the beach,

And forget to lock the door.

By and by comes Goldilocks.

What strategies did you use to make sense of the text?

- Previous knowledge – importance of being read to and hearing stories
- Use letter-sound correspondence to decode unfamiliar words – importance of phonics
- Knowledge of grammar – importance of modelling correct grammar





What other strategies?

- Picture
- Concept of words and how they make up sentences
- Initial sound
- High frequency words
- Sounding out unfamiliar words

Curriculum requirements

Through modelled, shared and guided reading sessions pupils should be enabled to:

read with some independence;

read a range of texts including digital texts and those composed by themselves and others;

sequence stories in reasonable detail using appropriate language;

use word structure to develop reading;

develop auditory discrimination and memory;

develop visual discrimination and memory;

share a range of books with adults/other pupils;

know how to handle and care for books;

understand and use some language associated with books, for example, cover, spine, author, illustrator;

select and use books for specific purposes;

develop concepts of print;

listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.

How can you help?

- Continue to enjoy stories together at home – positive experience and enjoyment of reading
- Read the book sent home every night if possible
 - Draw a picture
 - Ask questions about the pictures
 - Write the title
 - Game with the words
 - Read to different family members
- Play games with high frequency words sent home (matching pairs, snap, etc)
- Develop confidence and be encouraging – help the children see themselves as readers



Phonics

- What is phonics?
 - A way to teach reading
 - Helps children hear, identify and use different sounds
 - Helps children begin to write





Jolly Phonics

- Taught as one letter one sound
- New sound(s) introduced each week
- s a t i p n
- c/k e h r m d
- g o u l f b
- j z w v y x

The Process

- Initial (beginning) sound
- Final (end) sound
- Middle sound
- Onset and rime - _at words, etc
- Decoding (blending sounds when reading) CVC words
- Encoding (blending sounds when writing) CVC words



j a m
· · ·
→



m a t
· · ·
→



m a n
· · ·
→



c a p
· · ·
→



How can you help?



CONTINUE
TO ENJOY
NURSERY
RHYMES
AND SONGS
TOGETHER



PLAY I SPY



PLAY GAMES
WITH
LETTER
CARDS SENT
HOME



SPOTTING
LETTERS AND
SOUNDS IN THE
ENVIRONMENT
AND IN BOOKS



SING JOLLY
PHONICS
SONGS
AVAILABLE
ON
YOUTUBE

A row of pencils is shown against a dark background. Most are dark grey or black, but one in the center is bright yellow and stands taller than the others. The pencils are arranged in a slightly curved line.

Writing - curriculum requirements

- distinguish between drawing and writing;
- talk about the ideas represented in their drawings;
- understand that writing is a means of communication and can be used for different purposes, for example, writing messages for others to read;
- share their writing with others;
- see themselves and the teacher as 'writers';
- observe the teacher modelling specific writing strategies;
- use ICT to present and communicate their ideas

Writing

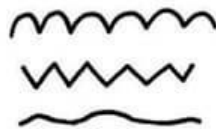
- Letter formation – correct formation important
- Pencil grip – efficient and comfortable
 - Fine motor skills – playdough, peg boards, lacing cards, threading, etc
- Modelled, shared and independent, scaffolding when necessary (whole class, booklet, writing book)

Emergent writing process



1. Squiggle stages
Starting randomly using squiggle whilst you wiggle to make marks that lead to letter formation

L . w ~
- ell) a



2. Squiggling into a writer with an awareness of letters going left to right to make sentences

3. Letters begin to appear within squiggle strings

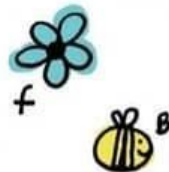
a b e
r o n
u j
T r

4. Letter conga left to right and progressively downwards

CTbeTq+
rSTe f g y

Hel
lo my
Joe

5. Letter huddles (with spaces to resemble words)



6. Picture labelling using initial letter to label

MAKE
MACE

7. Copy writing. Copying words written in the environment

8. Beginning letter only (use 1st letter of a word to represent word)

I WTN S
(I went shopping)

9. Simple word formation. Beginning & end



I LIK To
dane

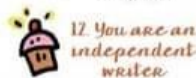
10. Let's read what you've written

11. I can read what you've written

Fish in
The sea



This cake
is MIN



12. You are an independent writer

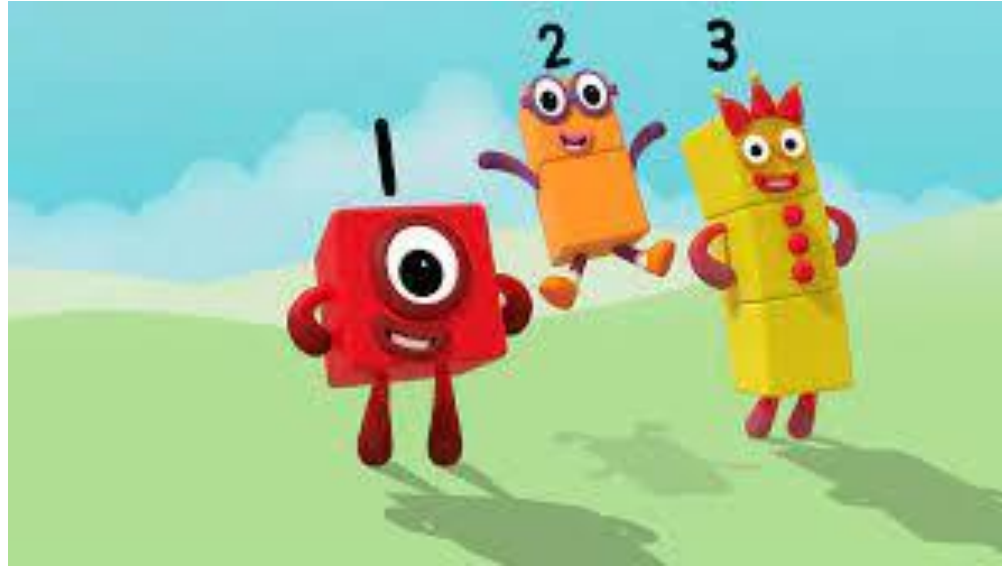
Marking code

Code	Explanation
1	Copied from a whiteboard.
2	Copied the start of the sentence and finished off with own ideas.
3	Came up with the whole sentence(s) on their own.
A	Your child was supported by an adult throughout.
B	Your child needed some support – they could write some words on their own but needed an adult to keep them on track/on task.
C	Your child wrote independently – they may have used their retrieval skills to copy words from a word bank/mat or asked an adult to help them write a trickier word.

How to help with writing



- Continue to encourage correct letter formation and pencil grip
- Use a poly pocket and whiteboard pen to write letters. Use a white sheet of paper or print out letter formation sheets
- Encourage imaginative games and stories for story writing



Numeracy



Numeracy

- Understanding number – working within 10, depth of knowledge
- Counting and number recognition – counting beyond 10 and number recognition to 10
- Understanding money – through play and class task time activities
- Measures – capacity, length, weight, etc through play – vocabulary, non-standard units
- Shape and space – 2D and 3D basic shapes and their properties
- Sorting – language of sets, partitioning for components of number
- Patterns and relationships – continuing and creating patterns, number patterns, counting in 2's, etc, leads into addition and subtraction

Numeracy vocabulary

Five frame, ten frame

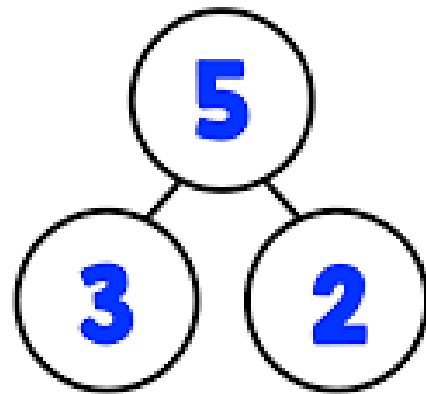
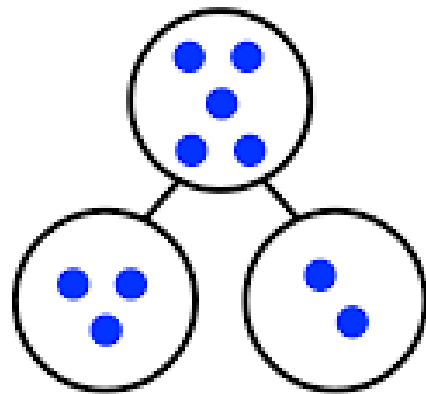
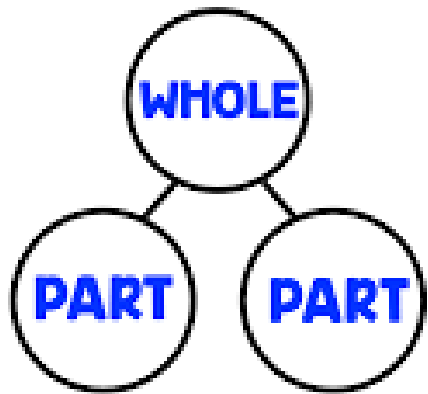
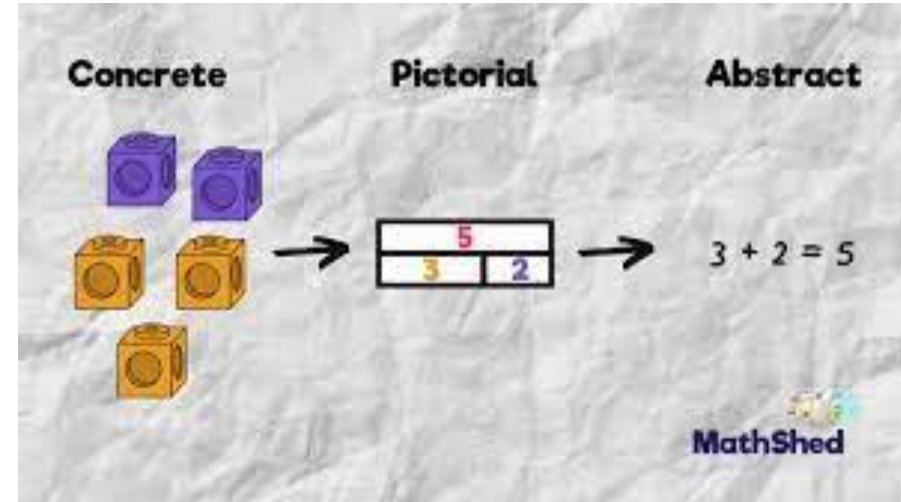
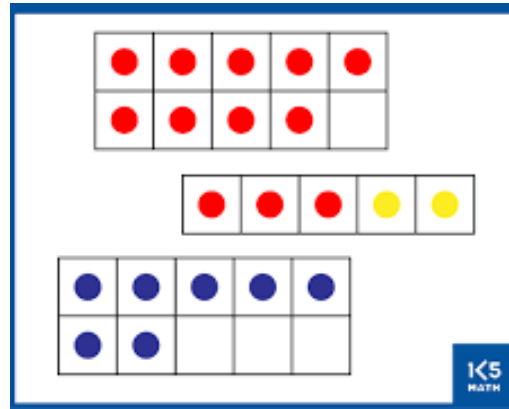
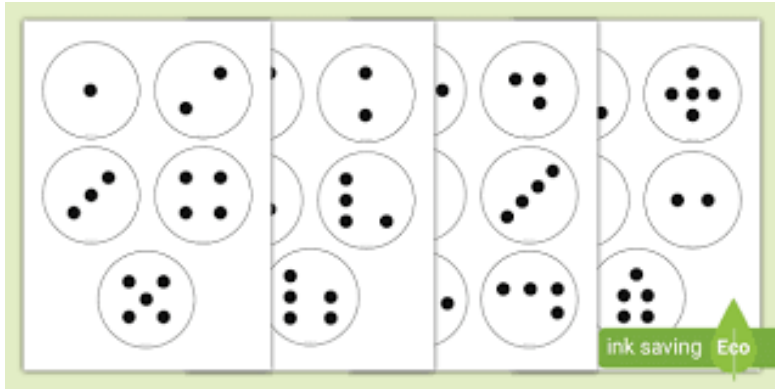
Part part whole (partitioning and composition)

Number line, tally marks, picture, dot patterns, dominoes, (Jack Hartmann)

Subitising

1 – 1 correspondence

Concrete (fingers, cubes, counters), pictorial, abstract



How Can I Solve a Maths Problem?

I can use my fingers

$$3 + 5 = 8$$



I can use a number line
 $3 + 5 =$



I can use a 100 square



I can make a number sentence

$$3 + 5 = 8$$

I can count on

1 2 3 4 5
6 7 8



I can use tally marks



$$3 + 5 = 8$$



I can use mental maths

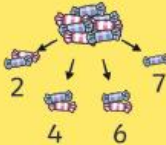
$3 + 5 = ?$ $3 + 5 = 8$



I can count in groups
 $4 + 4 + 4 = 12$



I can count using number patterns



I can count back



I can draw a picture

$$3 + 5 = 8$$

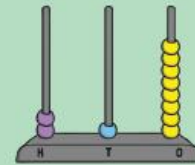


I can count in my head

$3 + 5$



I use counting apparatus



twinkl

www.twinkl.co.uk



How can you help?

- Number rhymes and songs
- Counting – look for 1:1 correspondence, i.e. associate 1 object with 1 number
- Numbers in the environment for number recognition
- Take any opportunities to sort and count e.g: cutlery as we set the table, pairing socks, sharing between groups
- Shape in the environment
- Bathtime for capacity, etc

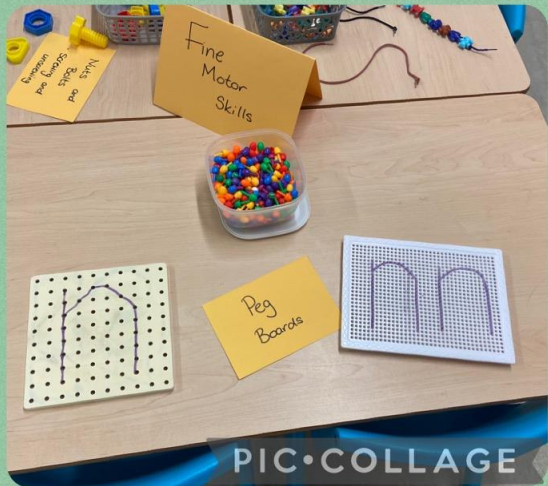


Thanks for listening!

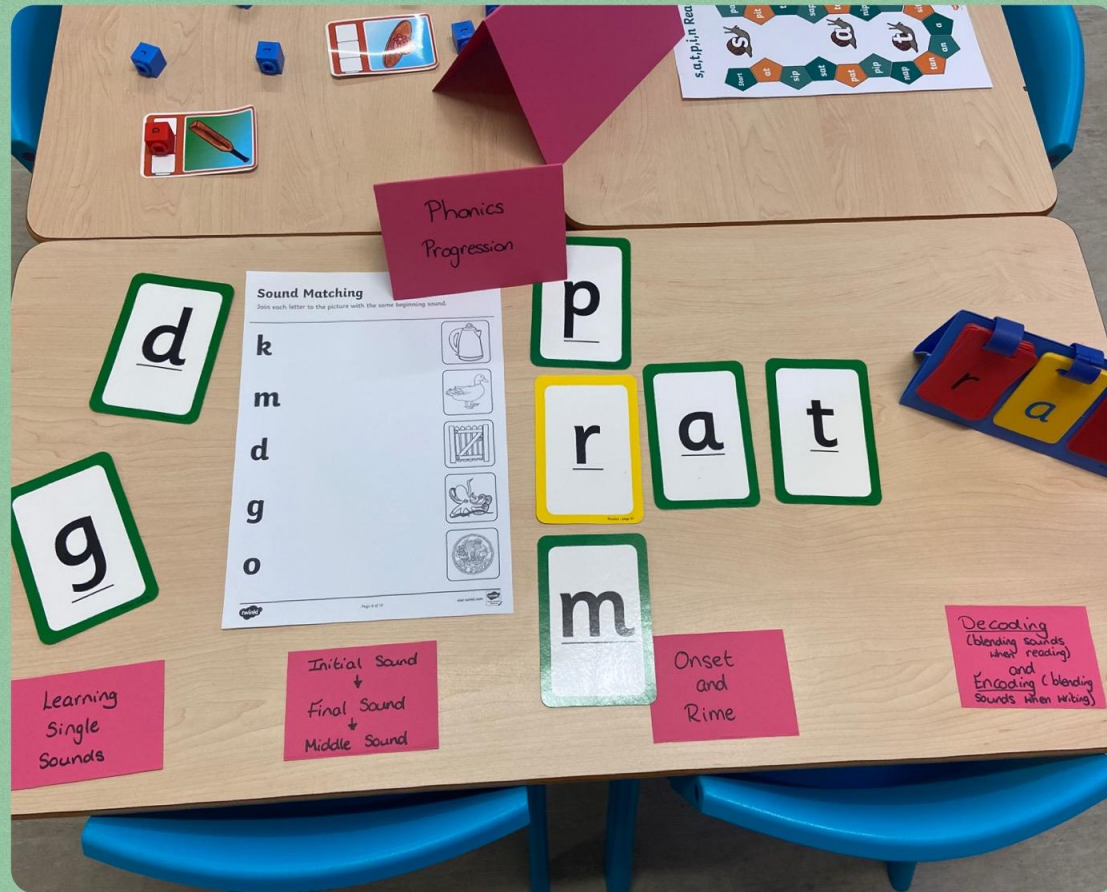
Please don't hesitate to get in touch if you have any questions

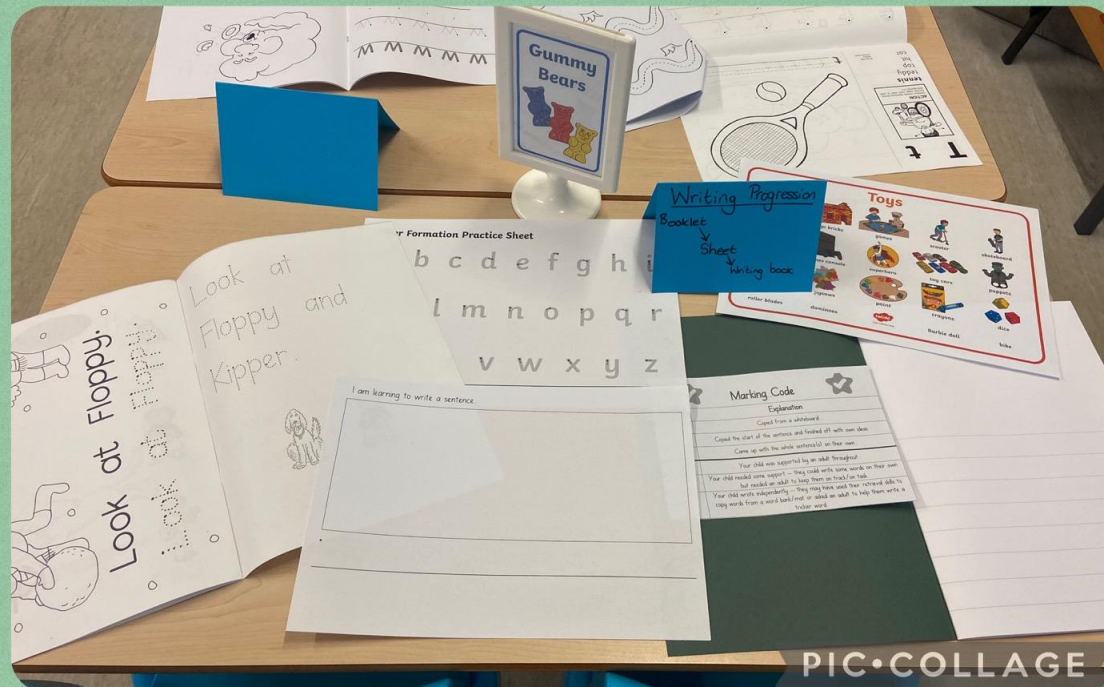
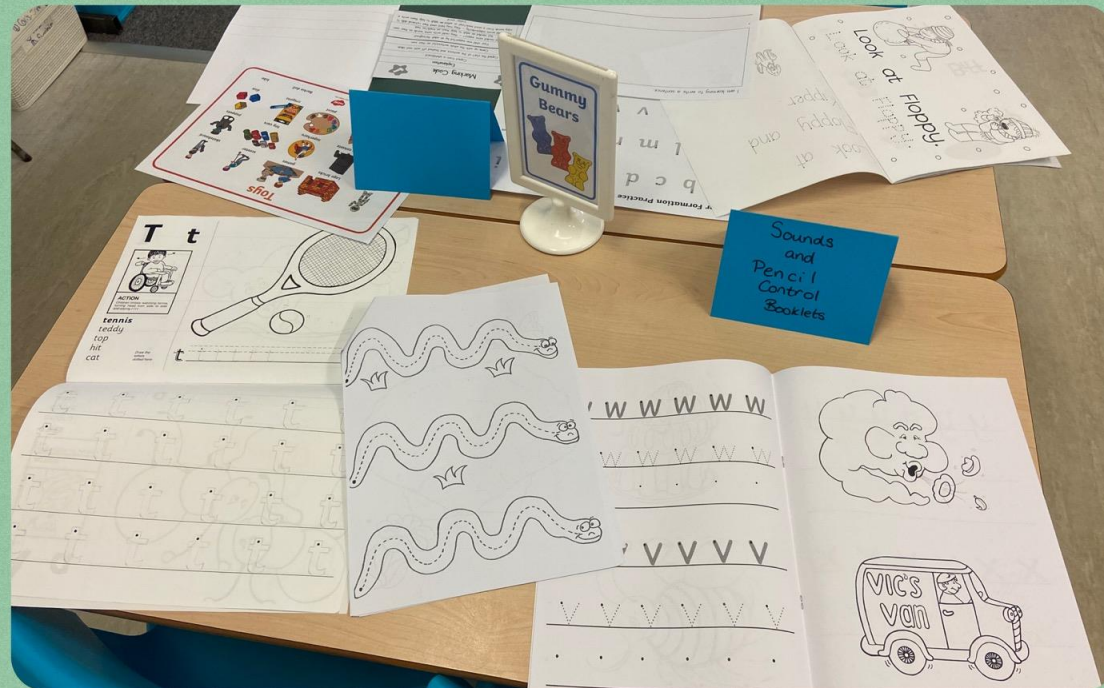
The following slides show pictures of the literacy and numeracy activities/resources set up in the classrooms.











Purple
table



Numeracy
Games

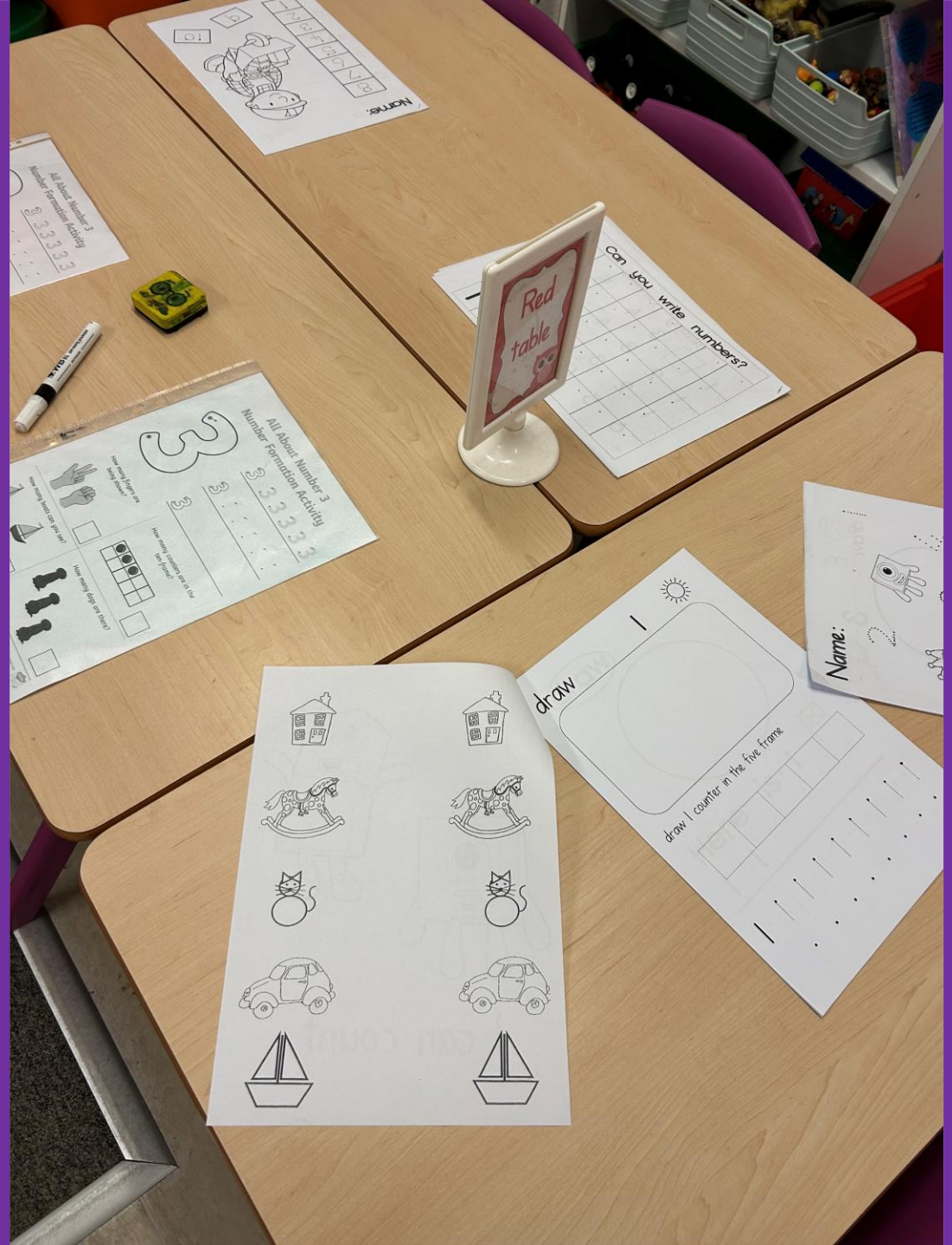
3	1	2

2	5	3

10	7	9

6	4	8

6	8	7



Two identical worksheets side-by-side, each featuring a vertical list of five simple line drawings: a house, a rocking horse, a cat, a Volkswagen Beetle, and a sailboat.

A worksheet titled "draw" with a large circle and a sun icon. Below the circle is a "Five Frame" consisting of a 2x3 grid of boxes. The text "draw 1 counter in the Five Frame" is written below the grid. At the bottom of the page are five rows of boxes, each containing a vertical line and a dot.

A worksheet titled "Name:" with a hand-drawing activity and the number 2.

A worksheet titled "All About Number 3" with a dot-marker activity.

A worksheet titled "All About Number 3" with a large number 3, a hand-drawing activity, and a dot-marker activity.

A worksheet titled "Can you write numbers?" with a grid.



table



Money Man
Take it in turns to roll the dice. Place that number of coins on the Money Man.

A simple stick figure drawing on a green card with a blue border. The figure has a circular head, a vertical torso, and four limbs (two arms and two legs) extending outwards at various angles.



May / June

Addition:

$$3 + 2 =$$
