Holy Cross Primary School Induction Afternoon 2



Aims of this Workshop

- To gain an understanding of the Primary 1 curriculum and how it is taught at Holy Cross Primary.
- To understand some of the skills children need to succeed in literacy and numeracy.
- To understand how you can support your child at home.

Parent as Teacher

A parent is a child's first and longest serving teacher. That relationship is ongoing throughout a child's school life.



A Curriculum for Excellence

Purpose is to develop:

- > Successful Learners
- > Confident individuals
- > Responsible Citizens
- > Effective Contributors

Successful Learners

Attributes

- enthusiasm & motivation for learning
- determination to reach high
- > standards of achievement
- openness to new thinking and ideas

Successful Learners

Capabilities

- use literacy, communication & numeracy skills
- use technology for learning
- think creatively and independently learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident Individuals

Attributes

- > self-respect
- a sense of physical, mental and emotional well -being
- > secure values and beliefs
- ambition

Confident Individuals

Capabilities

- > relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can assess risk and make informed decisions
- achieve success in different areas of activity

Responsible Citizens

Attributes

- > respect for others
- commitment to participate
- responsibility in political, economic, social and cultural life

Responsible Citizens

Capabilities

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical view of complex issues

Effective Contributors

Attributes

- > an enterprising attitude
- > resilience
- > self-reliance

Effective Contributors

Capabilities

- communicate in different ways and in different settings
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- create and develop
- solve problems

Eight Curricular Areas

Literacy and English

Numeracy and Maths

Health and Wellbeing

Technologies

Religious and Moral Education

Expressive Arts
Sciences
Social Subjects

Curriculum for Excellence Levels

Early Level – end of Primary 1, but earlier or later for some

First Level – end of Primary 4, but earlier or later for some

Second Level – end of Primary 7, but earlier or later for some

Curriculum for Excellence Levels

Early Level – end of Primary 1, but earlier or later for some

First Level – end of Primary 4, but earlier or later for some

Second Level – end of Primary 7, but earlier or later for some





VS

Growth Mindset

Believe that they can learn anything if they put in the work, practice, and effort to learn it.

Fixed Mindset

Think that they cannot increase their skill and knowledge in a particular area.

Growth Mindset

When faced with failure or challenge, people with a FIXED mindset:

Do not pay attention to learning but focus on how they are feeling.

Stick to the same way of doing things.

Become de -energised and lose self-esteem.

Worry that if they fail they will look stupid.

When faced with tests which are impossible to pass they will blame their intellect.

When faced with failure or challenge, people with a GROWTH mindset:

Pay attention to what they are learning, rather than focusing on how they feel.

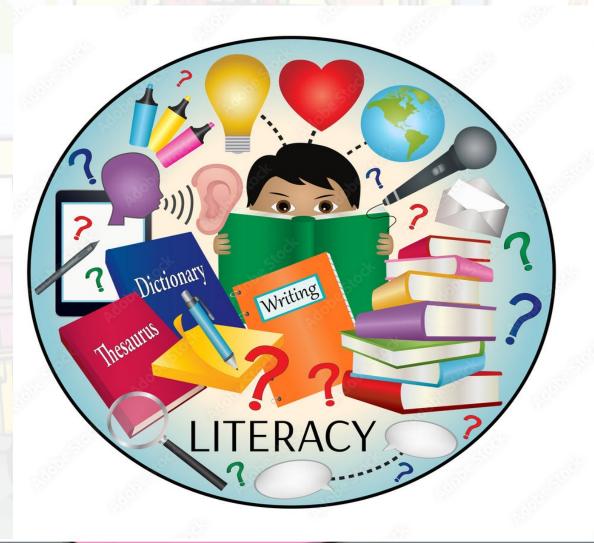
Try out new ways of doing things.

Use self-motivating statements such as 'the harder it gets the harder I try'.

When faced with tests which are impossible to pass they will factor in other reasons and not blame their intellect i.e. this test was beyond my ability for now.



Literacy & English



Literacy & English

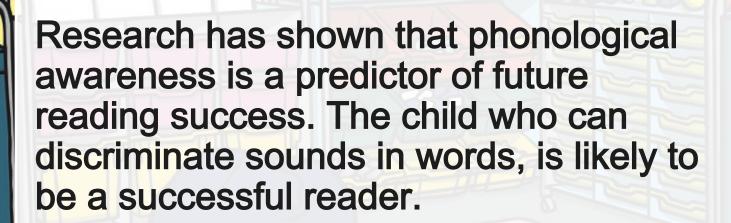
> Talking and Listening

Reading

>Writing

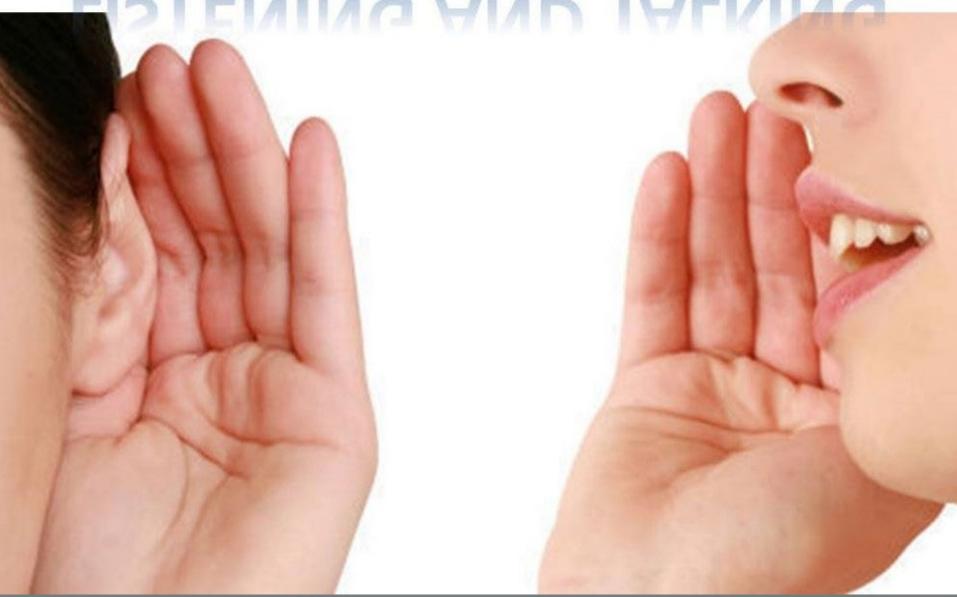
Phonological Awareness

Phonological Awareness is the ability to hear and tell the difference between sounds. It is concerned with sounds rather than written symbols.





LISTENING AND TALKING





- > Following instructions
- Talking about stories
- > Poetry
- > Short Talks
- > Talking with a partner

Talking and Listening Curriculum Following instructions

- Being able to understand what they hear.
- Being able to carry out simple directions and instructions.
- Listening and being able to respond.

Talking and Listening Curriculum Talking about Stories

- to be able to give simple responses in discussion.
- to be able to make predictions about a story.
- > to be able to re -tell a story.

Talking and Listening Curriculum Poetry

- Be aware of audience & speak clearly and audibly.
- Teacher will provide good models of speech.
- Pupils will be aware of the terms: voice, clear, rhyme & rhythm.

Talking and Listening Curriculum Short Talks

- Develop awareness of non-verbal listening skills.
- The speaker will be able to ask the audience for questions about his talk.
 - The audience will be able to <u>question the</u> <u>speaker</u> in order to gain further information on the talk.
 - The speaker will be able to answer questions about their talk.

Talking and Listening Curriculum Talking with a Partner

- To encourage purposeful talk.
- > To extend pupil's talk.
- To recognise the value of listening.
- To understand the importance of 'taking turns'.

Talking and Listening

Children who are talked to, listened to and hear rhymes and songs from the earliest age are confident and secure, have learned many skills and are well prepared for school and learning. They have been given the best start in life.



Talking and Listening

Talk about things as they happen e.g. when you're both unpacking the shopping.

Increase vocabulary by giving choices e.g. 'do you want orange or apple juice?'

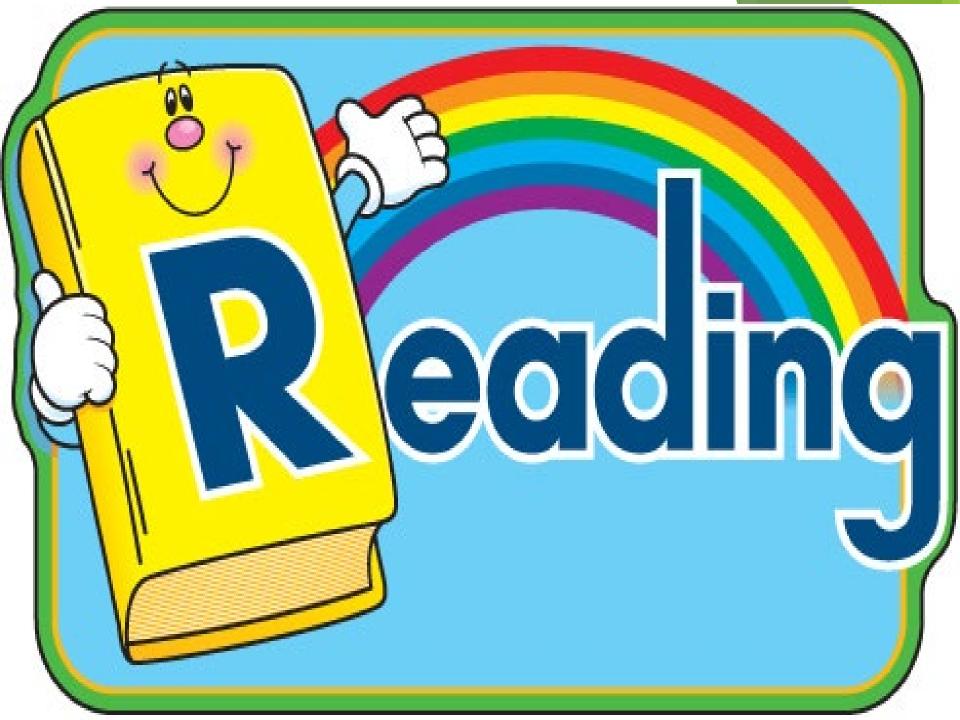
Talking and Listening Increase vocabulary by giving choices e.g. 'do you want orange or lemon?'

Talking and Listening

If your child says something incorrectly, say it back the right way e.g. 'goggy bited it' respond with 'Yes, the dog bit it didn't he?'

Talking and Listening

Try to have a special time each day to play with toys and picture books.



The Power of Reading!

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

Reading

Reading is the process of looking at a series of written symbols and getting meaning from them.

Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.

Understanding

Comprehension

- ➤ Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.



Good language comprehension, poor word recognition

Good word recognition, good language comprehension

Word recognition

Poor word recognition, poor language comprehension

Good word recognition, poor language comprehension

Language comprehension



Why teach phonics?

Phonics helps children to develop good reading and spelling skills.

The ability to read and write is a vital skill for all children, paving the way for an enjoyable and successful school experience.

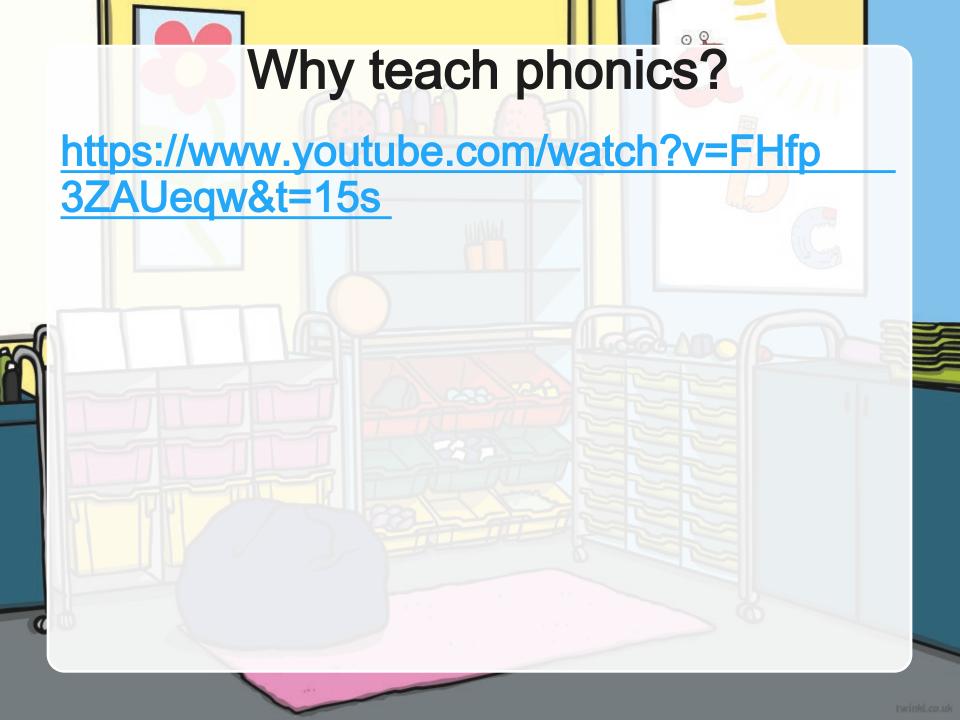
We use a synthetic phonics approach called Jolly Phonics.

What is synthetic phonics?

Synthetic Phonics is a way of teaching reading.

Children are taught to read letters or groups of letters by saying the sound(s) they represent — so, they are taught that the letter s sounds like s when we say it.

Children can then start to read words by blending the sounds together to make a word.



Sounding out

Recognising the letter sounds in a written word, for example:



Blending

Merging or 'blending' the sounds in the order in which they are written to pronounce the word

cup

Speedy recognition of the sound for each letter is really important, so your child can blend them to read words easily.

Common Words

Some everyday words in English have tricky spellings and can't be read by blending.

These are sometimes called common words.

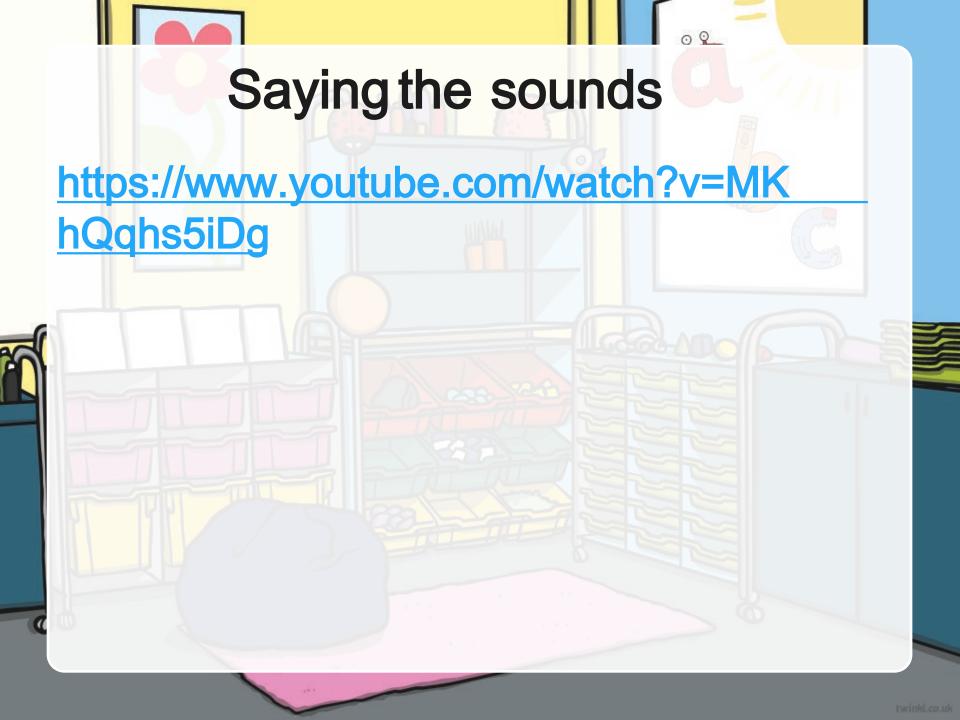
These words just have to be learned by sight and flashcard -type games are a good way to practise these.

Holy Cross Primary School Common Words 1 - 25

the	of	and	a	to
in	İs	you	that	it
he	was	for	on	are
as	with	his	they	I
at	be	this	have	from

Saying the sounds

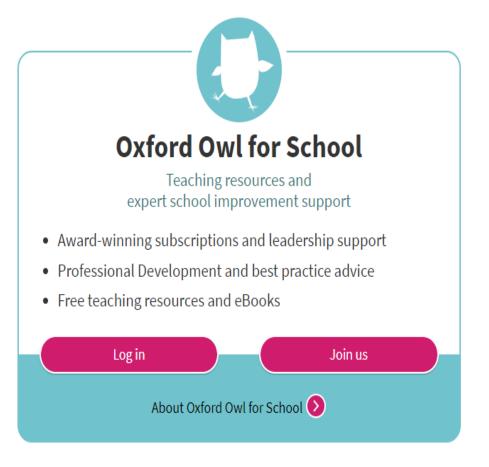
Sounds of the alphabet – how we say each sound...has a huge impact on children's ability to learn to read





Welcome to Oxford Owl

Discover expert advice, educational resources and free eBooks to support children's learning at primary school and at home, from Oxford University Press.





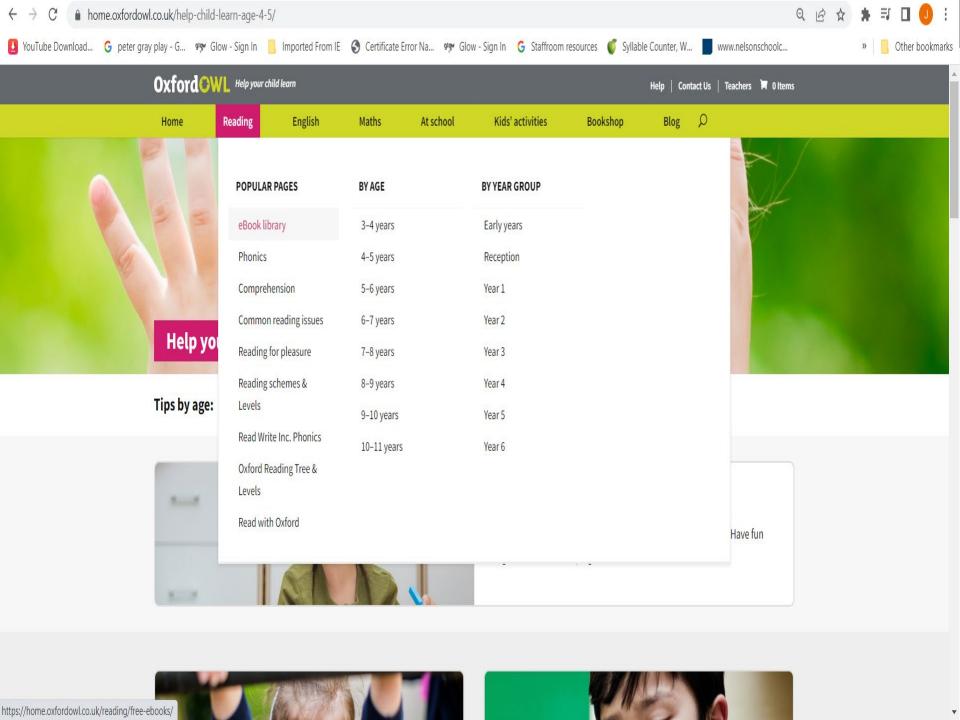
Oxford Owl for Home

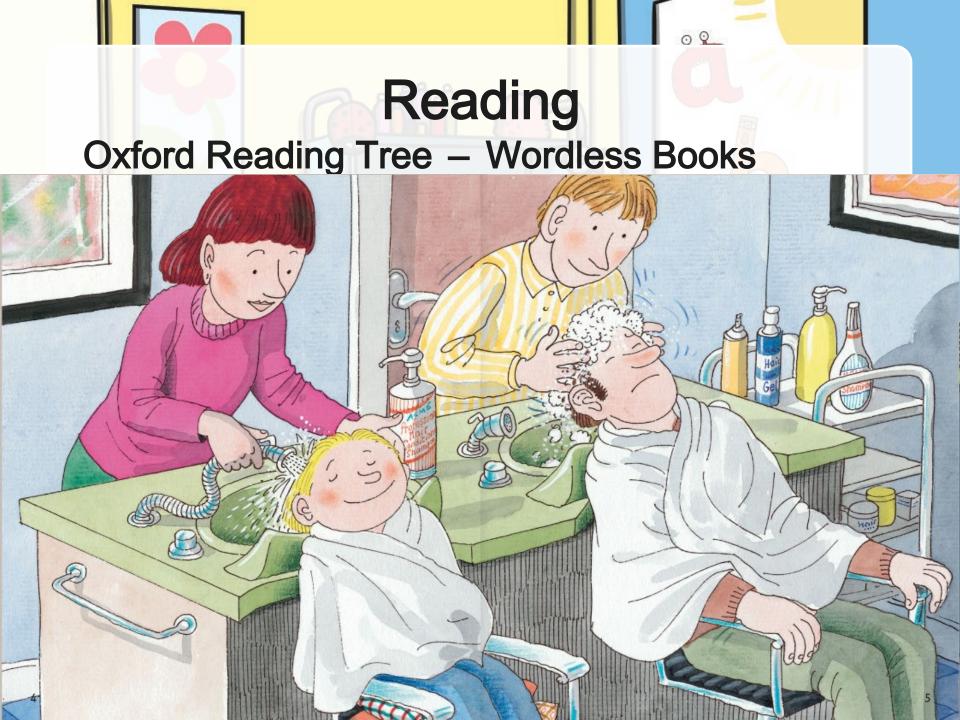
Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

Enter site

For school For home





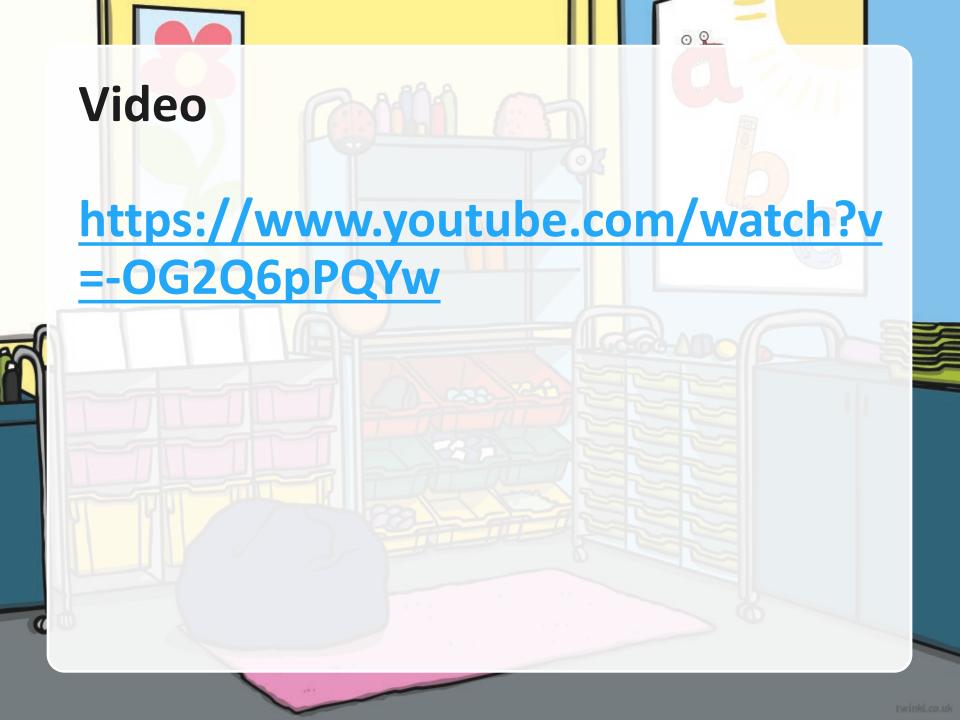
Reading

Oxford Reading Tree - Worded Books



Come and look at this.

Is it a big dinosaur?



Helping your child with Reading

- Books, books and more books! -Join the library weekly visit.
- Nursery Rhymes and songs highlighting the rhyming words.
- Environmental print; signs, posters, labels, notices, subtitles,
- Knowledge of letter sounds
- Knowledge of letter names
- Play memory games -e.g. I spy, Matching pairs



5

Ss Ss Ss

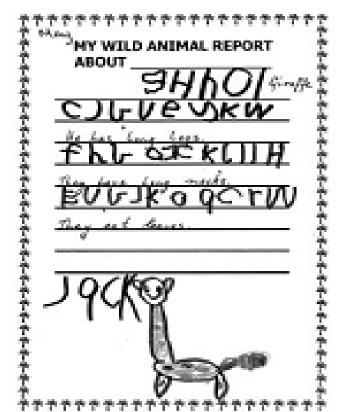
Ss Ss Ss

Ss

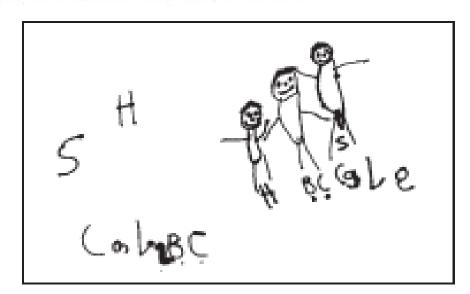




ase study child's name









BUT ING ON ECOSTER



Brown Big Big LOVE MY Dab Boosy He GKIVS MY

Jashra

TH ANK FRIMEN CONFRINCE

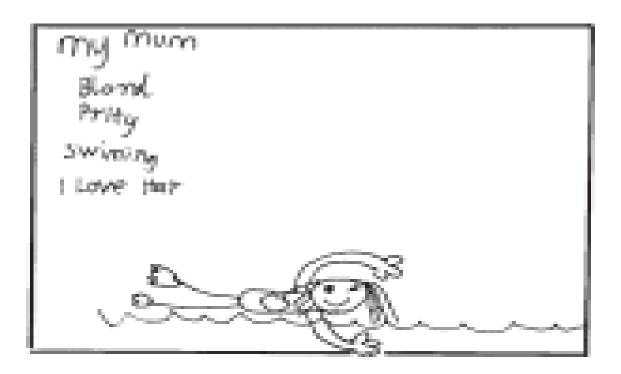
PRT FRIMLIKE Jack Byrnes is six !

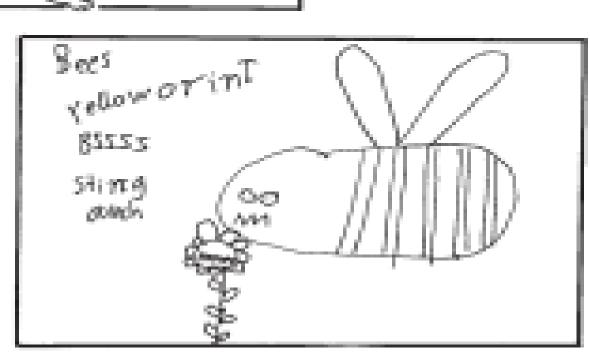
FRM LACK B

KOD U KAM

TO MY PRT

B ٠ J





To Serce WOBLER toos bed. Pat my toos in a my Love from BILUL

Bilal-independent writing at busy table Bilal had a wobbly tooth, so he decided to write a letter to the tooth fairy.

Pterodacty t has got log wingss. t can fli thescIy

A young child needs to ...

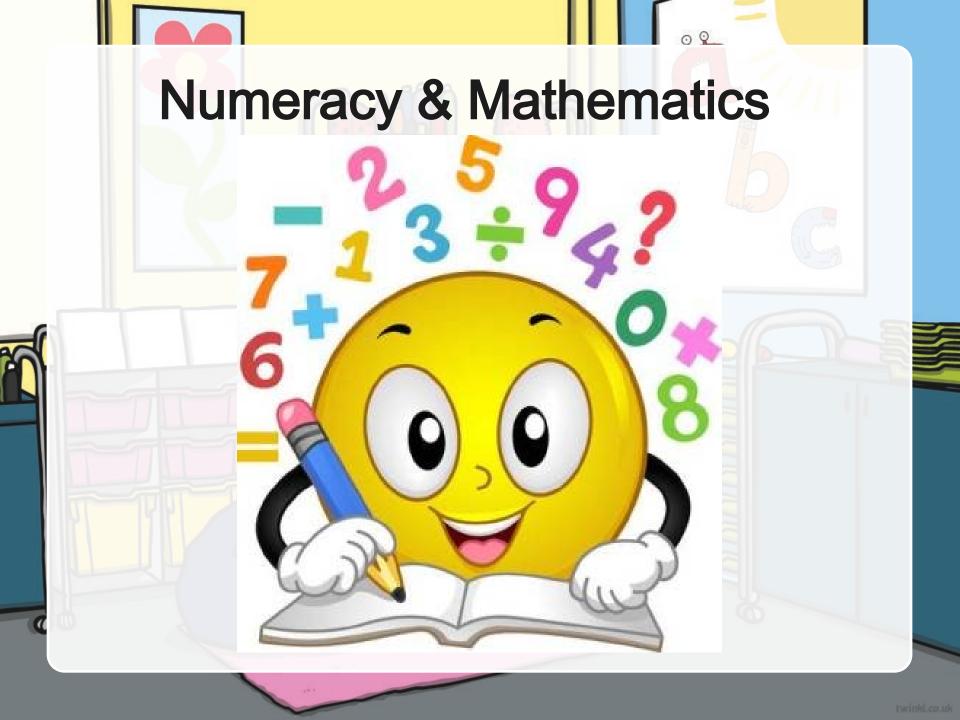
- Have ideas of what to write
- Hold these ideas in their head
- Need to control a pencil or pen
- Try to get letters round the right way and the right way up
- > Try to match the right sound to the right letter/s
- > Keep the handwriting even and legible
- > Think about word order and grammar
- Get the punctuation right
- > Try and use the best words in the best place
- > And that is just a start!!

Primary 1 Writing Curriculum

- Use knowledge of phonics to write words in ways which match the spoken sounds
- >Write some common words
- > Write simple sentences
- Some words are spelt correctly and others are phonetically plausible
- Write lists, letters, instructions, captions, stories, recounts

Helping your child with Writing

- Opportunity to draw and write -pencils, crayons, ink markers, scrap paper, etc.
- Using fingers in sand, glitter, shaving foam
- > Alphabet make three letter words
- > Handwriting -Practise letter formation
- > Rainbow Writing
- Early experiences of writing, drawing, colouring and scissor skills

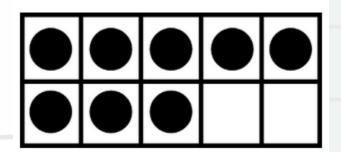


Numeracy & Mathematics

- Estimating and rounding
- > Number
- > Adding and Subtracting
- > Fractions
- > Money
- > Time

- > Measure
- > Patterns
- > Shape
- Positional Language
- > Information Handling
- > Problem Solving

Estimating and Rounding



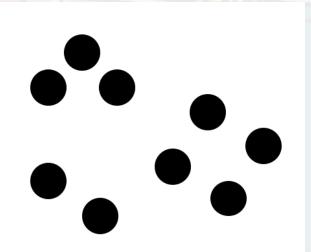












Number

0 to 30 number

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



$0 \mid 1 \mid 2 \mid 4$	0	1	2		4
--------------------------	---	---	---	--	---

Adding and Subtracting

Concrete



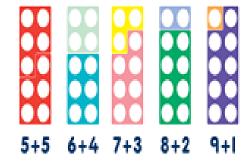


Pictorial

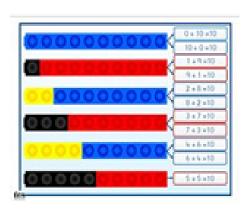




Abstract



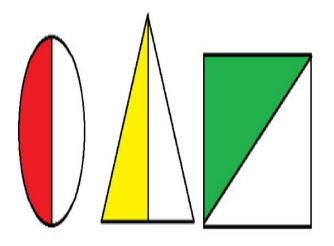


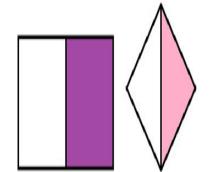


10 + 0 = 10
9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10
4 + 6 = 10
3 + 7 = 10

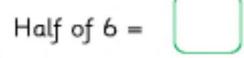
0 + 10 = 10

Fractions











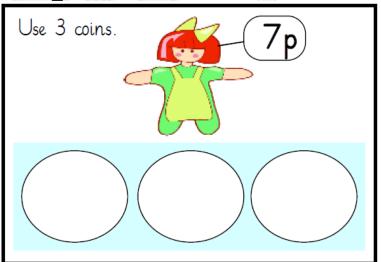


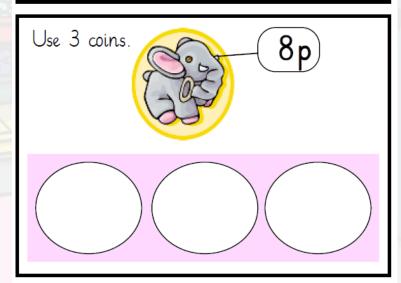




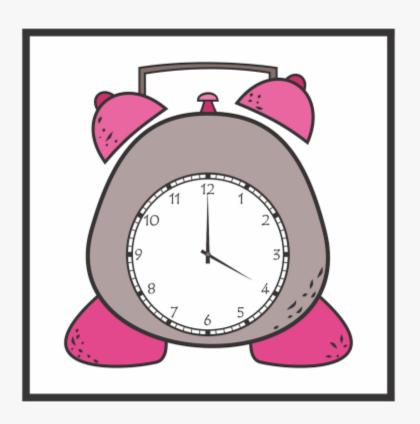
Money

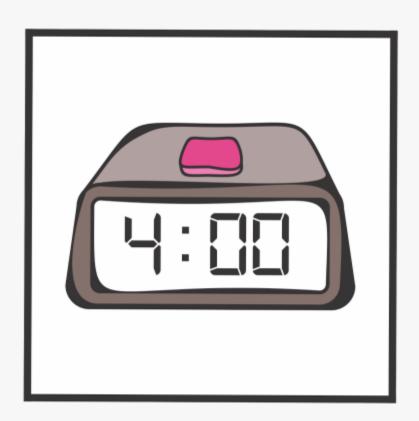






Time





Time

Days of the Week Chart



Monday 🌭



Tuesday

Wednesday 🏠

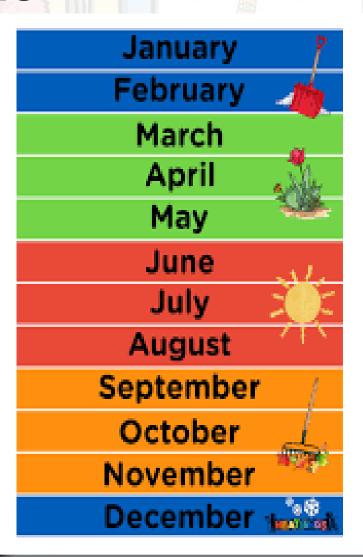


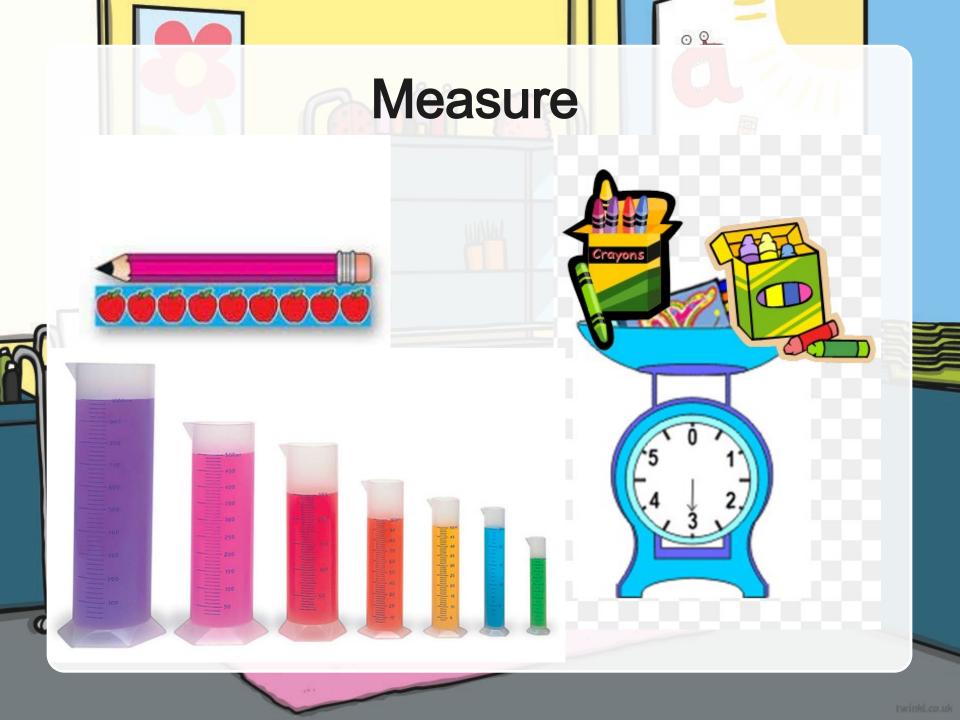
Thursday

Friday



Saturday

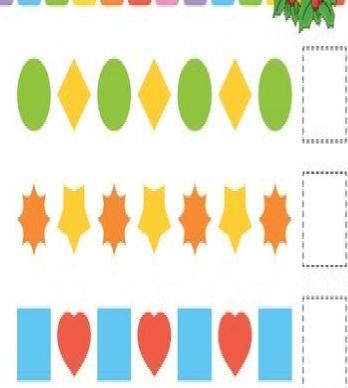




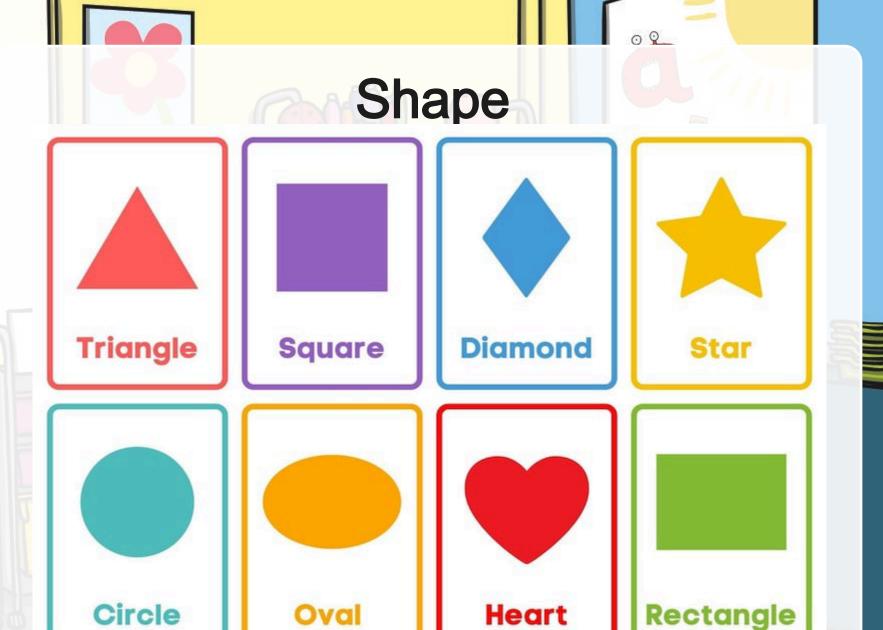
Pattern

Continue the pattern

What are the missing numbers?

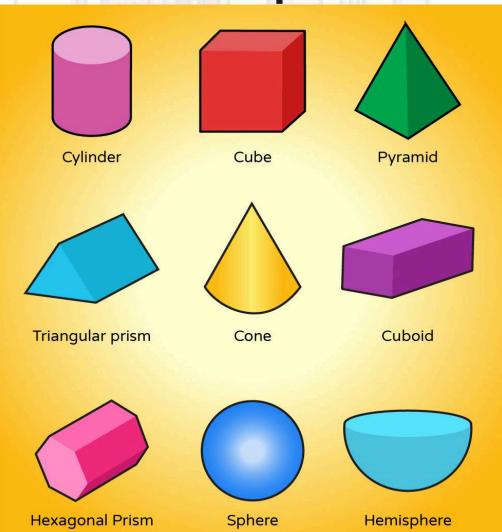






twinkl coul





Information Handling

Favorite Fruit

fruit	votes
1	
	\odot
	$\bigcirc \bigcirc $

1 vote = 🙂

Problem Solving







Baker

Girl

Bun

- There are 12 buns in the shop. The Baker makes 6 more.
 The girl buys 4 buns. How many buns are there now?
- 2. There are 19 buns in the shop. The girl buys 5 buns. The baker makes 4 more. How many buns are there now?
- 3. There are 15 buns in the shop. The girl buys 12 buns. The baker makes 15 more. How many buns are there now?

Helping your child with Numeracy and Mathematics

- > Figure formation -practise writing your numbers
- > Go on a number hunt
- Number chart on the wall
- Use opportunities trip to the supermarket
- > Allow them to handle coins
- Look for shapes around you
- Bake/Cook together
- Sing number songs
- > Play board games Dominoes, Bingo, Snakes & Ladders



Health & Wellbeing

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education
- physical activity and sport
- ·food and health
- substance misuse
- relationships, sexual health and parenthood

Mental, emotional, social and physical wellbeing

Wellbeing Indicators





















Protected from abuse, neglect or harm

www.mindingkids.co.uk



Healthy















Supported in making safe and healthy choices

www.mindingkids.co.uk







Active















Opportunity to take part in a range of activities

www.mindingkids.co.uk





Nurtured















A comfortable, stimulating environment to develop and grow

www.mindingkids.co.uk





Achieving















Guided and supported in learning, boosting skills, confidence and self-esteem

www.mindingkids.co.uk



Respected









Taking on board opinions and ideas





Recognising special occasions together



Valuing uniqueness & individuality



Thinking of other's feelings

Being involved in the decisions that affect their wellbeing

www.mindingkids.co.uk



Responsible















Taking an active role in their care setting and community

www.mindingkids.co.uk



Included



















Being helped and guided to overcome inequalities and become an active member of the community

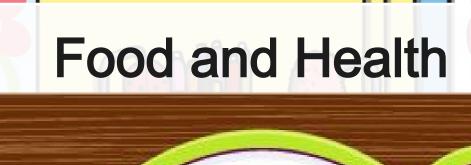
www.mindingkids.co.uk

Planning for choices and changes

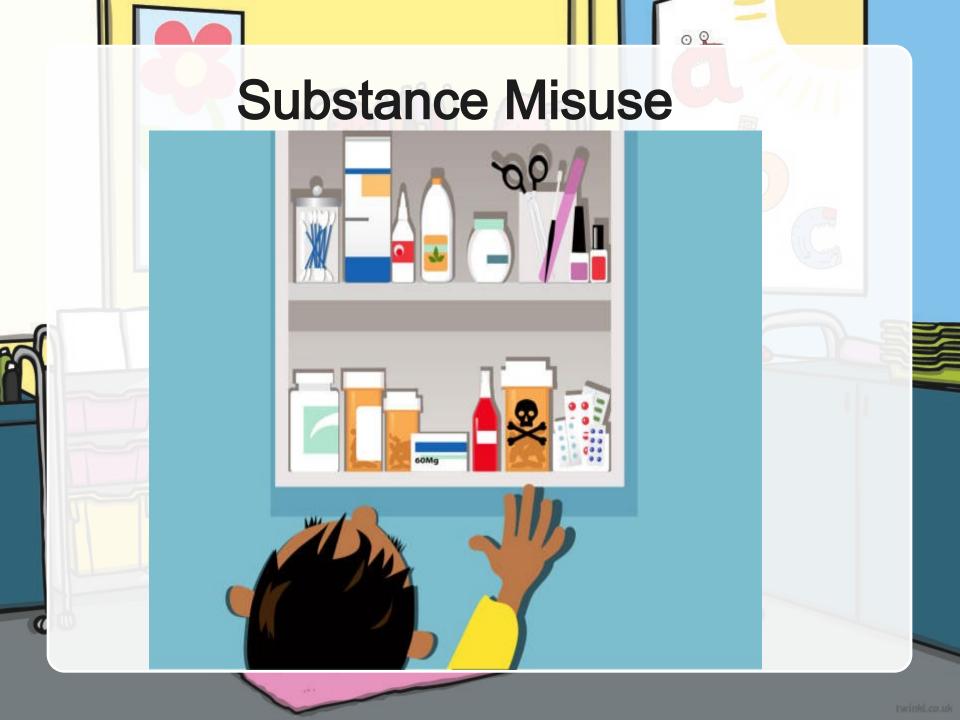


Physical Education/Physical Activity and Health









Relationships



Religious & Moral Education

- Beliefs
- Values and Issues
- Practices and Traditions

Religious & Moral Education

- > All About Me
- My family
- My talents
- > Symbols of the Church
- > Our School Saint
- > The Christmas Story
- > The Easter Story

Social Studies

- > People, past events and societies
- People, place and environmentPeople in society, economy and business

Social Studies

People, past events and societies

- > Toys from the Past
- The Story of My Family



Social Studies

People in society, economy and business

- People Who Help UsChildren from Around the World

Sciences

- > Planet Earth
- > Forces, electricity and waves
- Biological systems
- > Materials
- > Topical Science

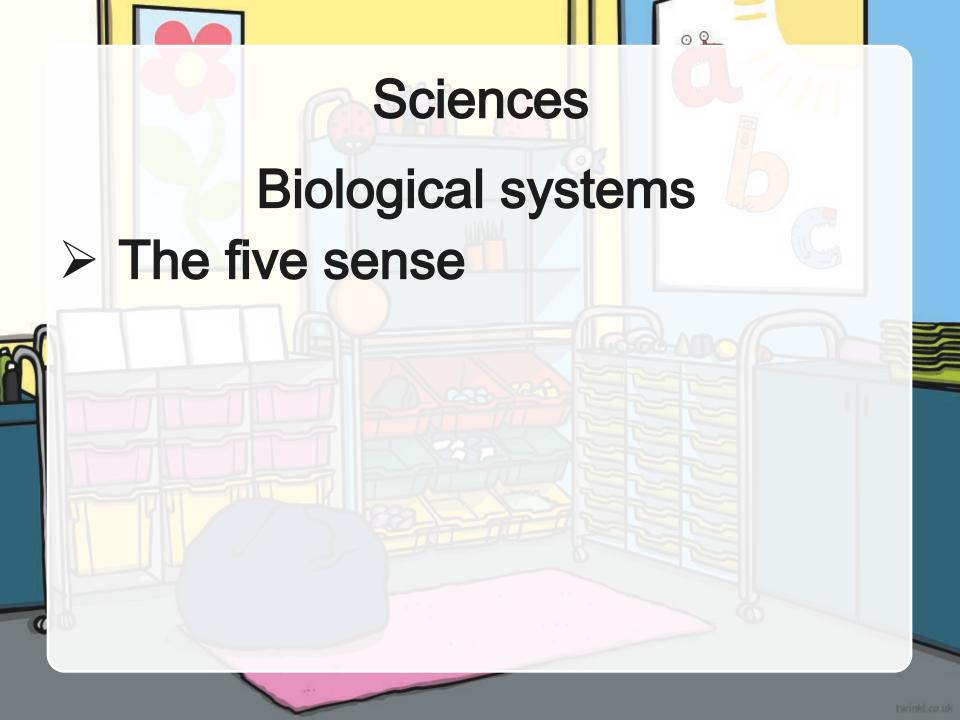


- > Plants
- Energy
- > Water
- > Sun, Moon and Stars

Sciences

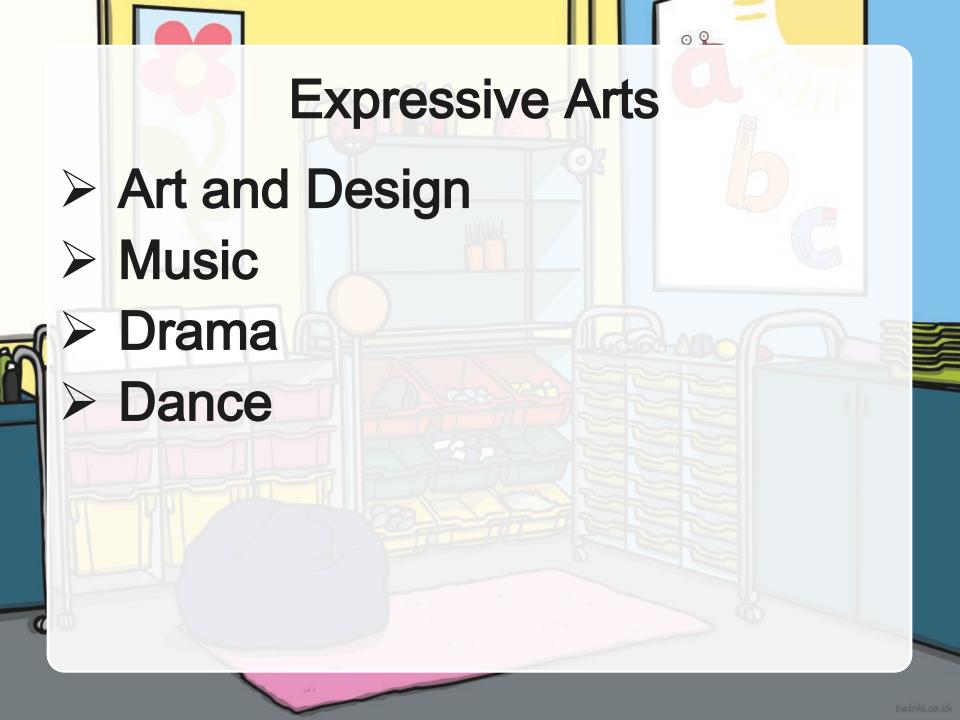
Forces, electricity and waves

- > Electricity/Electrical Safety
- > Sounds
- > Forces push/pull









Expressive Arts

Drama

- > Role play
- > Puppets
- > Mime
- > Characters

Expressive Arts

Art and Design

- Colour, shape, pattern, lines
- > Look at Artists' work
- > Use a range of media

Expressive Arts

Music

- Big Noise
- Explore rhythm
- > Singing
- > Use of percussion



- Digital Literacy
- > Food and Textiles
- Technological Developments in Society and Business
- Craft, Design, Engineering and graphics
- Computing Science



- > Logon
- Open and Close
- Searching

- **Food and Textiles**
- Cutting food
- Food hygiene
- > Threading
- Combining textiles

Technological Developments in Society and Business

- Talk about times they have used technologies
- > Recycling

- Craft, Design, Engineering and Graphics
- Builds models
- > Describes materials
- Recognise shapes

- Computing Science
- > Instructions
- Groups objects
- Directional language

Getting ready for school

- School Bag
- Healthy snack
- Water bottle/water
- > Uniform
- Jacket
- Pencil Case
- Gym Kit
- A smile!

Top Tips

Label all your child's belongings, this will help any lost items to be returned.

Help your child learn to pack his/her own school bag.

Help your child learn how to dress him/herself for P.E.

Avoid buckles on clothing, this can be time consuming.

Top Tips

Provide Velcro or slip -on shoes as these are less time consuming.

Remember that no jewellery (including earrings) is allowed for physical activity sessions.

Check your child's school bag daily for school information and homework.

Involve your child in small tasks around the house.

