****tli

**Curriculum**

**Booklet**

**EARLY LEVEL: PRIMARY 1B**

**Mrs Engel and Mrs Stewart**

**A picture containing drawing

Description automatically generated**

**Location**

Primary 1B is located in room 12 in the Lower Atrium

**Our Class**

This year, the members of our class are:

Alice Amelia Caitlin Cayden

Cillian Daniel David Ella

Finlay Finn Harrison Holly

Jamie Logan Matthew Mila

Myla Ollie Olly Orla

Quin Ruby Seth Taylor

Zack

**Specialist Teachers**

Mrs Brown teaches PE on a Thursday.

**People who help us in and out of the classroom**

* Miss Langlands
* Mrs Crowe

**People who help us at lunchtime or playtime**

* Mrs Scotland
* Mr McVicker

A picture containing drawing

Description automatically generated

**CURRICULUM FOR EXCELLENCE**

**This booklet is designed to inform you of the curriculum.  Your child will study at Early Level of Curriculum for Excellence.**

Curriculum for Excellence establishes clear values, purposes, and principles for education from 3 – 18 in Scotland. It sets out to enable children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors.

The key methods by which we will develop these capacities are through;

* active learning
* interdisciplinary learning
* outdoor learning
* co-operative learning

We will be using a range of Assessment is for Learning techniques including:

* sharing learning intentions and success criteria
* high quality interactions and feedback
* learner involvement in reflection
* setting learning goals and next steps
* self and peer assessment

The curriculum is now divided into the following levels:

|  |  |
| --- | --- |
| Level | Stage |
| Early | Pre – school and P1 or later for some |
| First | To end of P4 but earlier or later for some |
| Second | To end of P7 but earlier or later for some |
| Third and Fourth | S1 –S3 but earlier for some  The fourth level broadly equates to SCQF Level 4 |
| Senior Phase | A picture containing drawing  Description automatically generatedS4 – S6 and college or other means of study |

**A YEAR IN PRIMARY 1**

Administration

 Any payments required by school should be done through 'ParentPay'. This is an online payment system. Information is available through the school office.

 All your child’s belongings should be **named**,including lunch boxes, water bottles, jumpers, jackets and shoes.

MC900116048[1] Children should only bring water in bottles for use during the school day. They may drink juice at snack or lunchtime.

How your child will learn

Children will have opportunities to engage in different types of learning activities which may be experienced within the classroom or in our outdoor area. The classroom will have a range of literacy, numeracy and fine motor activities for the children to engage with.

 Play based learning will be used in Primary 1 to ease transition from nursery and help develop a variety of skills. This method of learning is highly supported by a wide range of research and also allows for more teacher focused teaching and learning to be achieved.

 In Primary 1 children will explore topics throughout the year to stimulate and motivate learning. To provide personalisation and choice, children will be involved in the planning of topics, through which skills will be taught.

A picture containing drawing

Description automatically generated **HOME LEARNING**

All children will be given phonics workbooks and sounds to engage with at home. Some children will also be given magnetic boards. You can use these resources to support phonics recognition and word building. Your child will have worked hard throughout the day and the emphasis is therefore on fun learning and sharing experiences.

MC900071187[1]

Information about reading home learning will follow.



A picture containing drawing

Description automatically generated

**LITERACY & LANGUAGES**

Phonics

At Bonnyrigg Primary we adopt a multi-sensory approach to teaching phonics. Children are learning sounds through Edinburgh Council’s ‘Literacy Rich’ programme which includes sound recognition, correct letter formation, word building and blending. Children will be actively encouraged to use magnetic boards, white boards, interactive whiteboard resources, games and songs to ensure a strong foundation.

Reading

We work hard to create a positive reading environment for the children, making sure pupils have access to nice bright areas to share a book or read independently. Reading is made up of lots of different skills such as: decoding, predicting, finding information and identifying the main idea of the text. This is in addition to reading aloud from books.

The main reading scheme we use is ‘Oxford Reading Tree’. We begin by introducing the characters and key words. These are words that children really need to learn by sight – they are common words which are used frequently in all types of text and cannot always be sounded out by the children e.g. made, come. We teach them through the story and not in isolation, enabling the children to learn them in a meaningful context.

Once the children have become familiar with the characters and are able to read some of the key words we will begin to build up the amount of text they are reading. Books will be sent home when children are more familiar with key words for that stage of the reading scheme.

Writing

The focus in Primary 1 is on the correct formation of the letters and correct pencil grip. We will learn formation of lower case letters before moving onto upper case formation. We are developing the skills needed for handwriting through various fine motor activities.A picture containing drawing

Description automatically generated

Early writing development involves several stages. Initially this will focus on storytelling, developing ideas and helping children to understand that their ideas can be communicated through print. We will ask the children to use black pens for drawing which encourages them to explore ways in which to put more detail into their pictures. During writing lessons an adult will ask the child about their picture and scribe their story. The child will then either write over the adult’s writing (overwriting) or copy the letters and words underneath (underwriting). As the children build up their knowledge of sounds they will be encouraged to “have a go” at spelling words for themselves and at this stage they are now becoming independent writers.

Some children will have developed beyond this stage and will begin to think about the purpose of their writing and their audiences. This will be developed throughout the year.

Listening and Talking

We will work on developing skills in listening attentively and following instructions as well as encouraging pupils to talk confidently. This will involve sharing ideas, experiences and opinions with the class or in small groups. Some taking turns to talk, effective listening responding to and asking questions.

Modern Languages

Bonnyrigg Primary’s two languages are French and BSL (British Sign Language). Children will take part in songs and games to build up their awareness of French, learning some of the language, for example colours, simple greetings and numbers. BSL will be introduced through signs children can use to communicate with BSL users, such as saying hello and thank you.

**A picture containing drawing

Description automatically generated**

**Numeracy and Maths**

Numeracy & Maths will be developed both in specific lessons and through activities in other areas of the curriculum.

Learning through Numeracy and Maths enables children and young people to:

* develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
* develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
* have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
* establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future

Children will have experiences of Numeracy and Maths on a daily basis. Problem solving will be integrated into many areas of Maths and Numeracy. Mathematical skills will be consolidated and revisited through many other areas of the curriculum to encourage children to apply the skills which they have learned.

MC900290682[1]

**A picture containing drawing

Description automatically generated**

**Health and Wellbeing**

In term 1 the Health and Wellbeing focus will be settling into the new classroom and school routines. We understand that the children have been at home for a long period of time and may need support with the adjustment of being at school full time.

We will look at our school expectations of being ‘ready, respectful and safe’, as well as friendships and ways to manage anxiety. Our main aim is to ensure the children are happy and feel safe and secure in their environment and they understand the importance of hand hygiene to keep themselves and others safe. Hand washing and sanitising is a priority and the children are washing their hands frequently with soap and water.

The children will also identify ways of keeping themselves safe and healthy in different aspects of life, e.g. road safety and fireworks.

Each week the children will have P.E. lessons which cover skills such as balance and movement, ball skills, invasion games and athletics.

The plan is that P1B will have P.E. on Thursdays but this may change as it is very much weather dependent.

**A picture containing drawing

Description automatically generatedA picture containing drawing

Description automatically generated**

**TECHNOLOGIES**

The outcomes covered through Technologies include computing, food, textiles, craft, design, and engineering. Technologies allow children to be informed, skilled, thoughtful and enterprising citizens.

 For example:

* have an understanding of the role and impact of technologies
* take responsibility for ethical actions throughout their day to day lives
* be capable of making reasoned choices

Digital technology will be integrated into your child’s learning and the children will have the opportunity to consolidate and develop new skills on a regular basis.

In Primary 1 there will be a particular focus on using iPads to record

aspects of their learning to share with their peers. We also develop a range of ICT skills such as mouse control, logging on and off school computers and using different tools to enhance their learning and record their work.

MC900411049[1]

**EXPRESSIVE ARTS**

Art and Design, Music, Drama and Dance will primarily be taught through our topics. We usually perform a Nativity each Christmas and hope to do so (although in a different form) again this year. More details will follow nearer the time.

**INTERDISCIPLINARY LEARNING**

A picture containing drawing

Description automatically generatedIn line with Curriculum for Excellence, we will be allowing the children to have some say in the topics that they study. Over the year there will be at least one science based topic, one topic with a historical focus and one with a geographical focus. Each term once classes have agreed their topic, we will share it with you through the classroom displays, termly newsletter or on Twitter.

**OUR EXPECTATIONS**

Our three school expectations are:

* **Ready to Learn**
* **Respectful**
* **Safe**

This is how we consider behaviour.  If children’s behaviour is not Ready, Respectful or Safe, they will receive a short ‘time out’ (within the classroom/atrium) in which to reflect or calm down and then will have a brief restorative conversation with the class teacher to support them to understand the impact of their behaviour on their learning and on others, and support them to consider strategies to change this behaviour.  This means that intervention is immediate whilst the incident is fresh in the child’s mind.

The class have a target to achieve – linked to learning and/or behaviour.  Every child must try to achieve this target throughout the day and once they have, can contribute to the class Recognition Board. The whole class aims to work together to ensure everyone has contributed by the end of the day, thereby reinforcing behaviours we DO want, rather than highlighting the behaviours we DON’T want.

**A picture containing drawing

Description automatically generated**

**OTHER INFORMATION**

**School Houses**

We have four school Houses:

**Burns, Inglis, MacDuff and Wallace.**

We have four P7 House Captains and four Vice Captains who represent each House. Each pupil and staff member is a part of a House.

House Points are collected by pupils who demonstrate ‘over and above’ behaviours (more than good manners) and a House Recognition at the end of each term celebrates pupil achievement.

**USEFUL WEBSITES**

* Parent Zone - https://education.gov.scot/parentzone/
* Education City - https://ec1.educationcity.com/
* Sumdog - https://www.sumdog.com/
* Topmarks - https://www.topmarks.co.uk/
* Woodlands Junior School - <http://resources.woodlands.kent.sch.uk/>
* School Website – http://bonnyrigg.mgfl.net/
* School Twitter - https://twitter.com/bonnyrigg1

A picture containing drawing

Description automatically generated**A picture containing drawing

Description automatically generated**