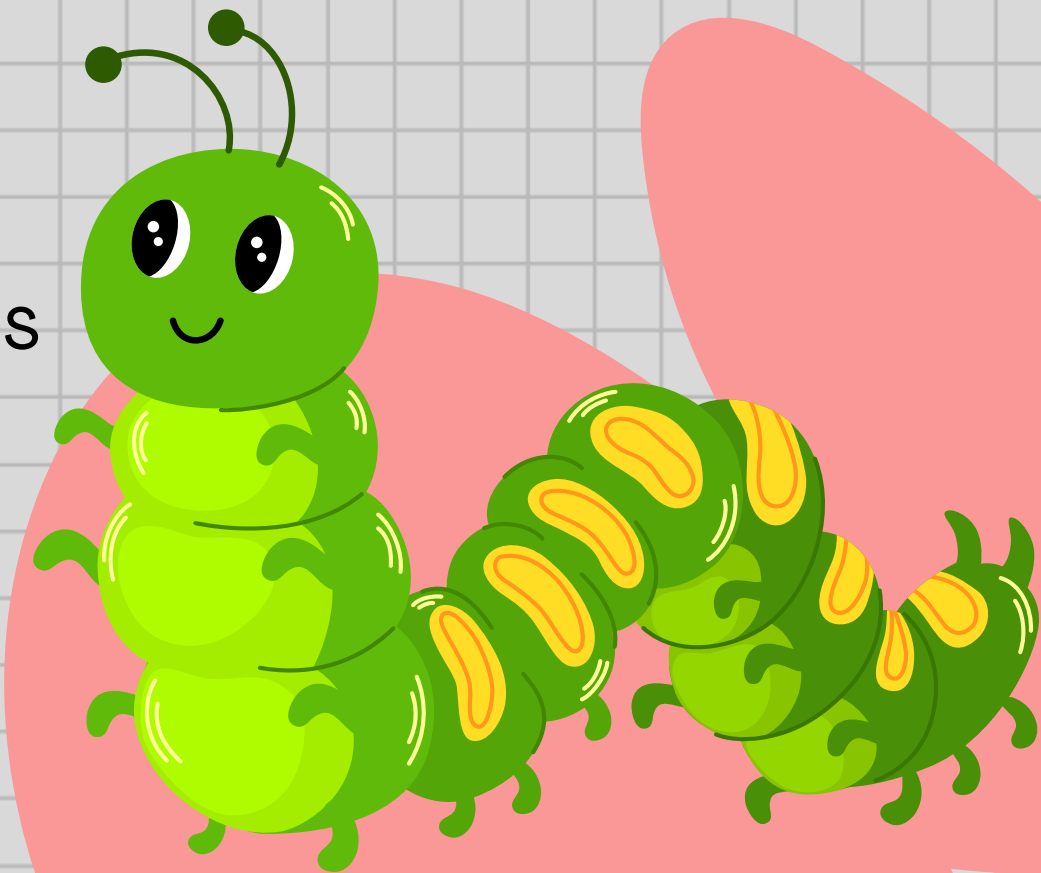
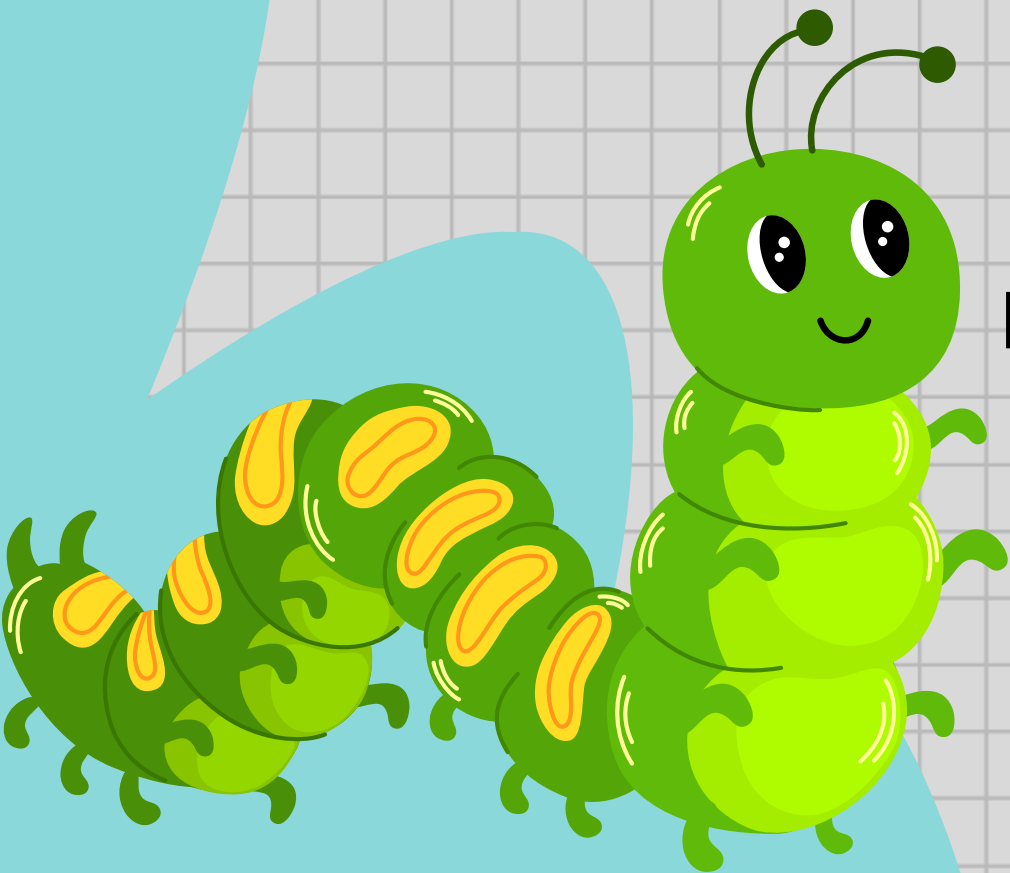


Welcome to

PRIMARY 1C

with Miss Chrystie

Please refrain from taking any photos of photographs
in this slideshow!





A LITTLE ABOUT ME

My name is Miss Chrystie and this is my second year teaching at Blackhall Primary School. Prior to teaching I was an artist, so I hold great enthusiasm towards children exploring their innate creativity. In addition to my teaching qualification, I have a masters in Human Rights Law. I use this rights based approach to help scaffold a fair and inclusive classroom for the learners here at Blackhall!

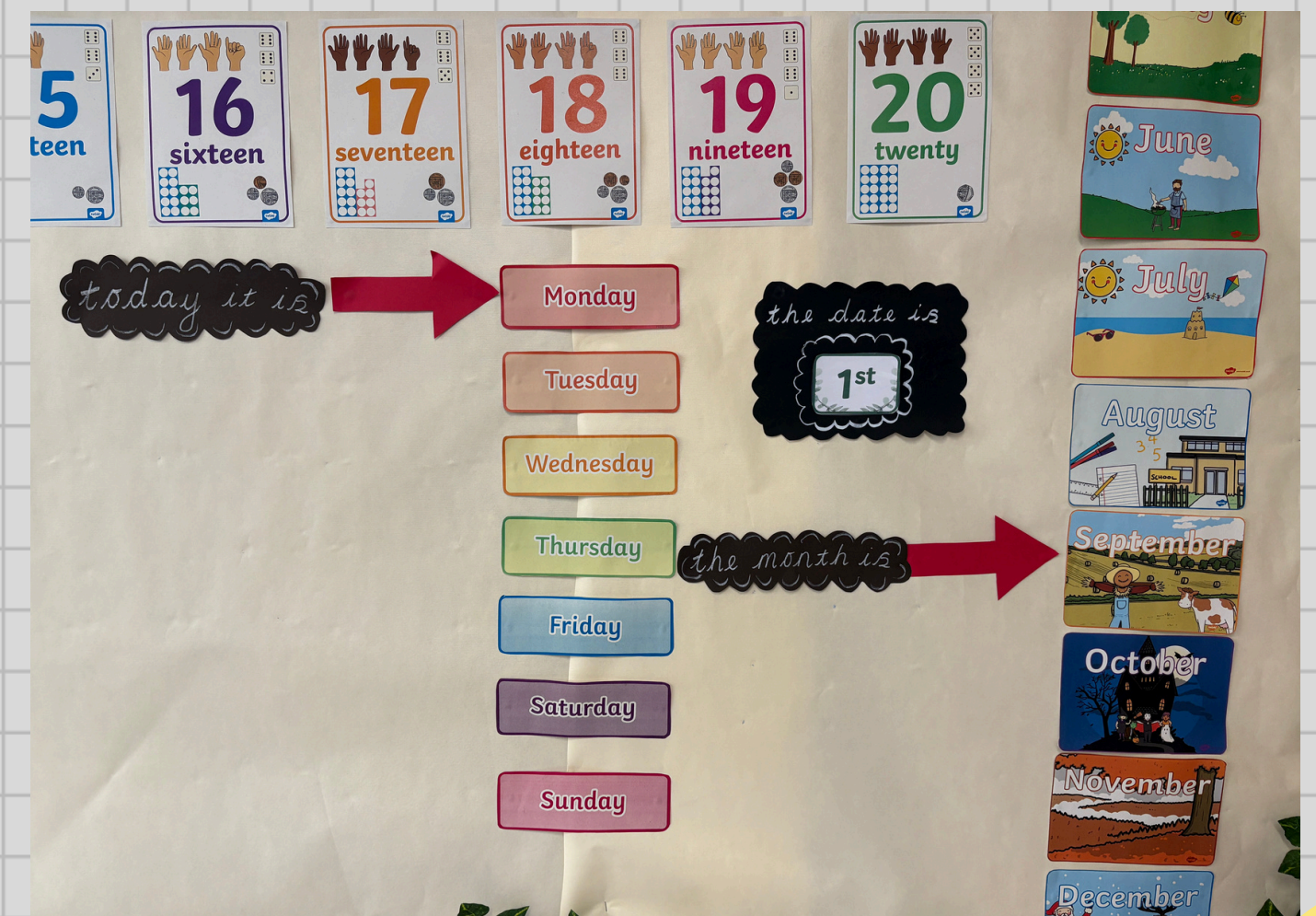
MORNING ROUTINE

Every morning we come into the classroom, hang up our jackets and bags on our pegs, put our indoor shoes on, place our water bottles in the trays by the sink, and self register by putting our name stone in the basket.



MORNING MEETING

After our 'soft start' (where the children choose how to settle into the environment for the first 20 minutes of everyday), we call our morning meeting. During this time, we look at the date, the daily timetable and answer any questions about the day ahead. This allows team caterpillars to know what to expect from the day.



PLAY TIME

We have 3 play times during our days. The first is our morning snack time where the P1 team enjoy playing games and making bonds with their P7 BFGs. If possible, please no nuts in snacks!

LUNCH TIME

The second break is lunch time. Before lunch we do a quick tidy up of our learning environment before setting off to the lunch hall where the team either have their packed lunch from home or a school lunch.

AFTERNOON BREAK

Our third break is at 2.15, where the learners enjoy 20 minutes of outdoor movement before coming back in to engage in the last teacher facilitated input of the day.



HOW WE LEARN

In Primary 1, the team learns through 3 primary methods:

Adult Led Learning

Throughout Adult led learning, teachers facilitate whole class learning inputs on the carpet.

We then work with small groups to support and stretch understanding of the new learning. Small groups allow us to provide individualised support for each child.

Adult Initiated Learning

Adult initiated learning is how the environment is considered to support and encourage our learning.

This looks like activities set up around the learning space to support development in all areas of the curriculum.

Child Led Learning - learning through play

Child led learning refers to how children can develop skills through their own imaginative play.

Play promotes learning through first hand experiences, promoting; independence, imagination, collaboration, problem solving, and resilience - to name a few!

HOW WE INTRODUCE LEARNING:

We start each lesson by providing the children with their learning intention.
On a worksheet this will look like:

WALT: (we are learning to...)

This will be followed by a 'steps to success', which makes obvious the steps which need to be met for the learning intention to be fulfilled.

An example...

WALT: read cvc words.

STEPS TO SUCCESS:

1. I can hear the first sound in the word.
2. I can hear the middle sound in the word.
3. I can hear the last sound in the word.
4. I can blend these sounds.

Miss Chrystie goes over these steps with the children as they're doing learning job so that they can see their success whilst also highlighting their next learning steps (i.e what we can work on for next time).

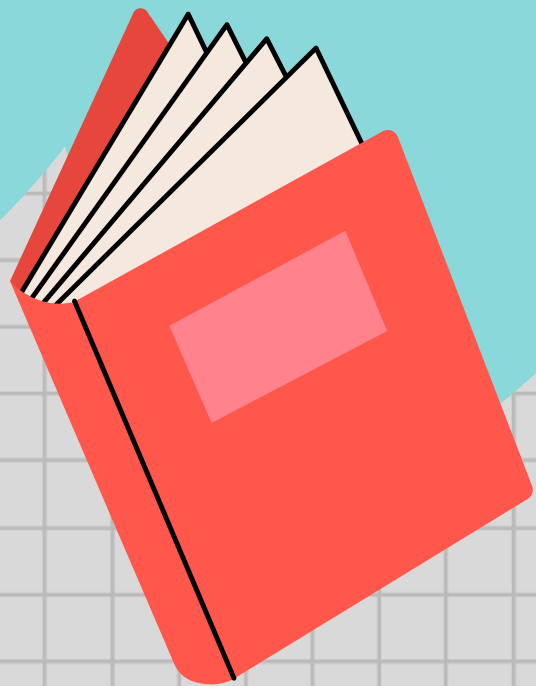


LEARNING TO READ

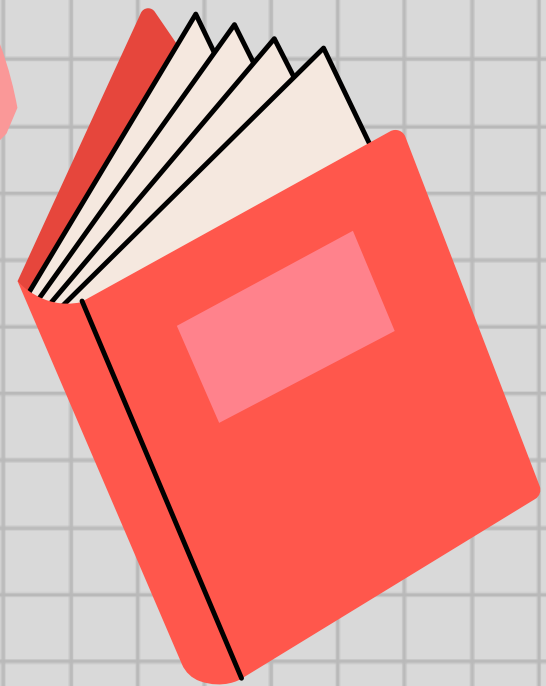
Throughout P1, we support the development and enjoyment of reading and storytelling.

After snack time, we gather on the carpet to read a story linked to our learning. We pause throughout the story to share our predictions. Afterwards, we share our thoughts on the story with our whispering partner. Miss Chrystie then chooses one person to review the story. This person shares what they liked (or didn't like) about the story and they give it a rating out of 5. This review is then put up on our book wall.

This encourages the children to; think critically about stories, form connections between stories and their lived experiences, make predictions, prompts idea generation, retell stories to demonstrate listening and understanding, and supports questioning skills.



LEARNING TO READ



After the October Break, Team Caterpillars will start to take home their own reading books. We use phonetic based books that are linked to the literacy sounds and common words being taught.

We read individually with each child every Monday and Tuesday. This allows us to gauge reading abilities and provide both stretch and support to each learner.

Reading books are sent home every Tuesday and are to be returned on the Friday.

When we reach this point of our learning, an 'Early Reading Skills' booklet will be sent home for the children's grown-ups to help support reading at home.



LEARNING TO WRITE



At Blackhall Primary, we use the Edinburgh Literacy Rich programme to support literacy learning. This programme follows a word building order, not alphabetical order.

We introduce new sounds on a Monday and learn to form the letter in **cursive** style.

We engage in a variety of activities to encourage the children to recognise, hear and write their new sounds.

We begin our literacy learning by building words on magnetic boards before moving on to writing words. You can make letter flashcards to support learning at home.

Each week we will practice reading and word building. This will progress on to writing words and sentences with the sounds we have learnt so far.

DRAWING CLUB

The logo for Drawing Club is a white circle on a dark navy blue square background. Inside the circle, the words "DRAWING CLUB" are written in a black, hand-drawn, slightly irregular font. Below the text, there are three small circles: a grey one, a yellow one, and a black one.

DRAWING
CLUB

We also use 'Drawing Club' to support writing and mark making. The children look forward to their Drawing Club lessons every week as it provides them with the opportunity to let their imagination run wild whilst simultaneously allowing them to showcase their fantastic learning to date.

Drawing Club is a great tool to support resilience and problem solving as we carry out our creations in black pen. This means that if the child thinks they've made a 'mistake', they have to use a creative way to turn this mistake into something else that fits their idea.

After listening to a story, Miss Chrystie prompts the children with an 'I wonder' question, allowing the learners to come up with magical alternative ideas to how else the story could transpire. This supports skills in; listening, the verbal retelling of stories, idea generation and justification.

At the end of their work, the children write a secret code. When you say this code out loud, it changes something about what they've drawn. This code allows the children to practice their literacy learning of the week whilst also encouraging imagination.

DRAWING CLUB

A logo for 'DRAWING CLUB' featuring the text in a white, hand-drawn, uppercase font inside a white circle. Below the text are three small circles: a grey one, a yellow one, and a black one. The entire logo is set against a dark navy blue square background.

DRAWING
CLUB

Prior to the Drawing Club Lesson itself, Miss Chrystie provides a short input on new 'wow words' that would fit into the story being explored.

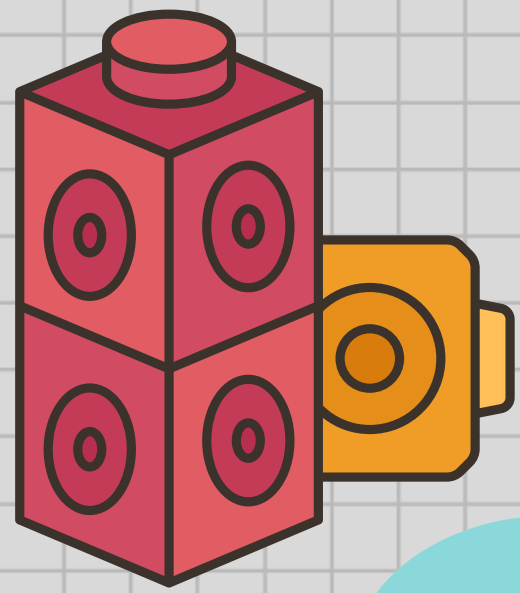
With these wow words, the children come up with an action to help them remember the words meaning and demonstrate they've understood what the word meant.

When we then listen to the story, the learners do the action when they come across a word that could be swapped with our new wow words, again demonstrating their understanding of these new words.

This is a great way to support and expand the children's vocabulary.

123

NUMERACY



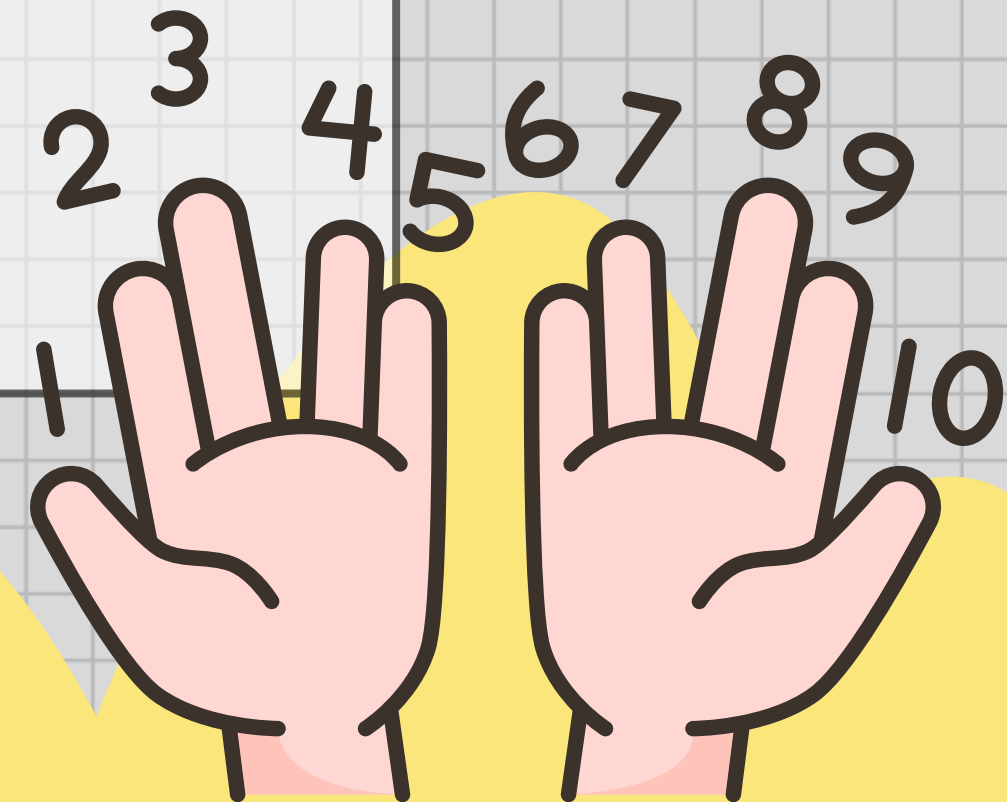
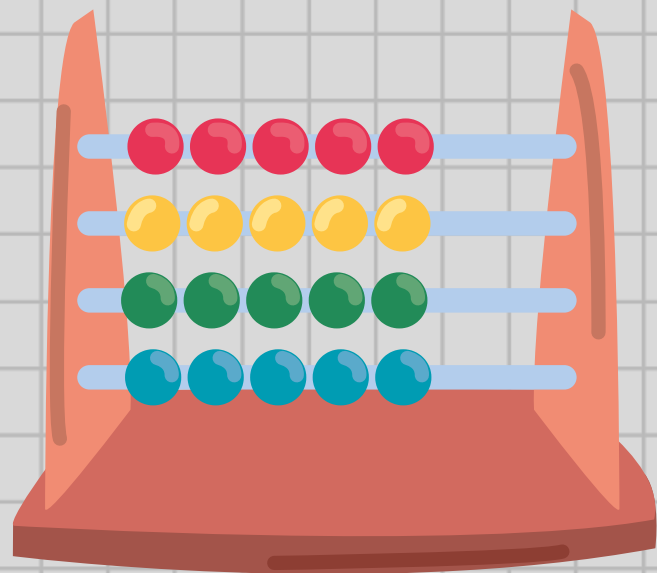
At Blackhall, we use **SEAL** (Stages of Early Arithmetical Learning). Seal supports learners in:

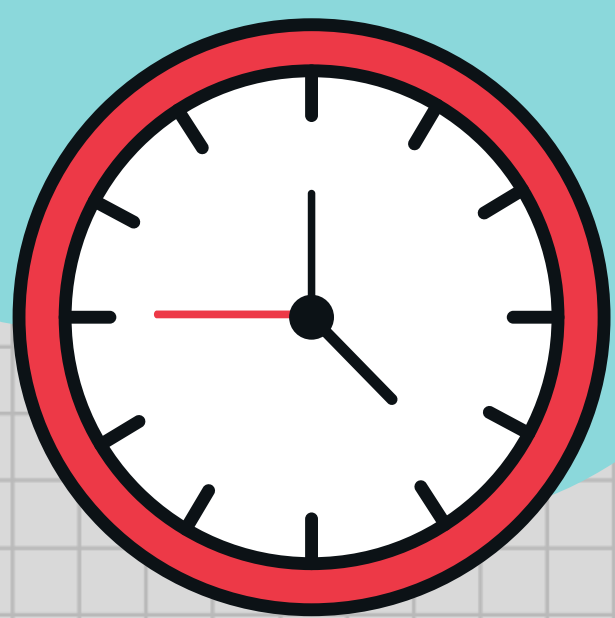
Counting: oral counting and counting collections.

Numerals: recognition, sequencing and pattern.

Addition: using the 'count-on' strategy and partitioning groups.

Number Structure: dice, pairs and finger patterns.





MATHS

Over the year we will learn about:

Time

Shape

Pattern

Fractions

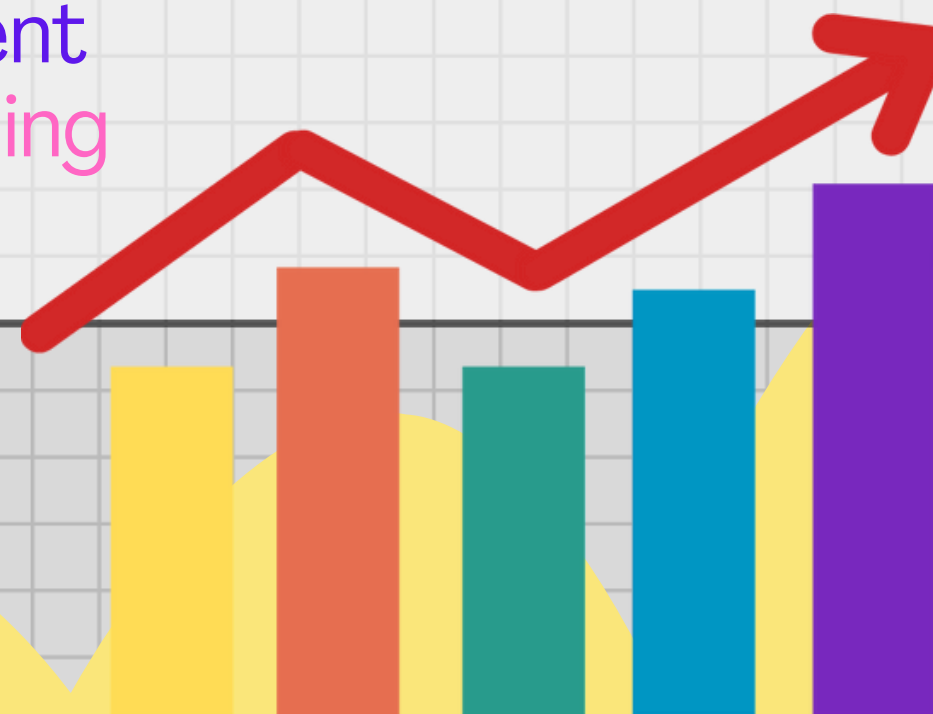
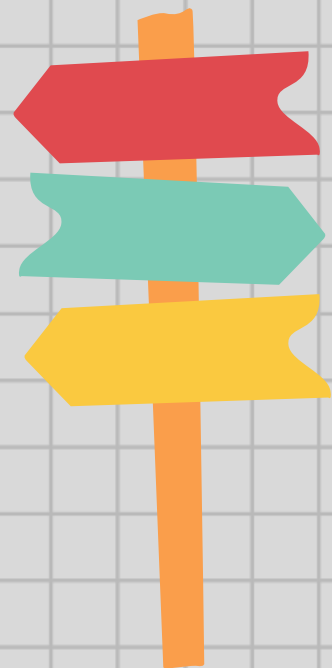
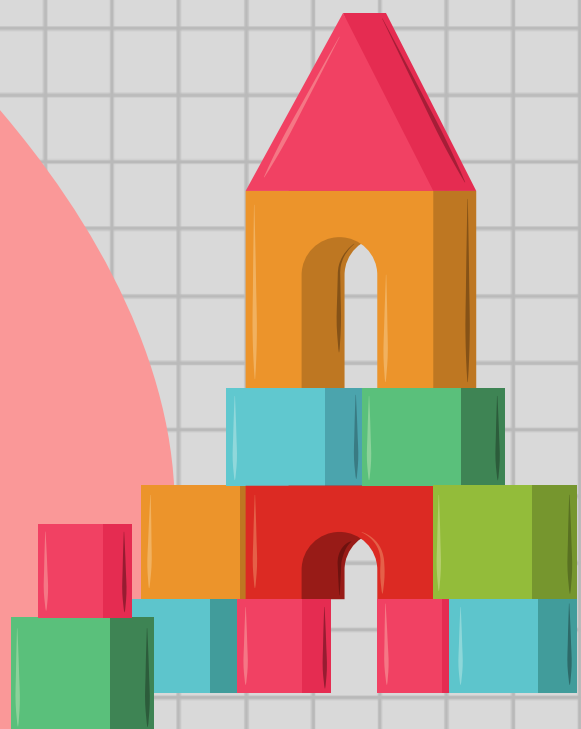
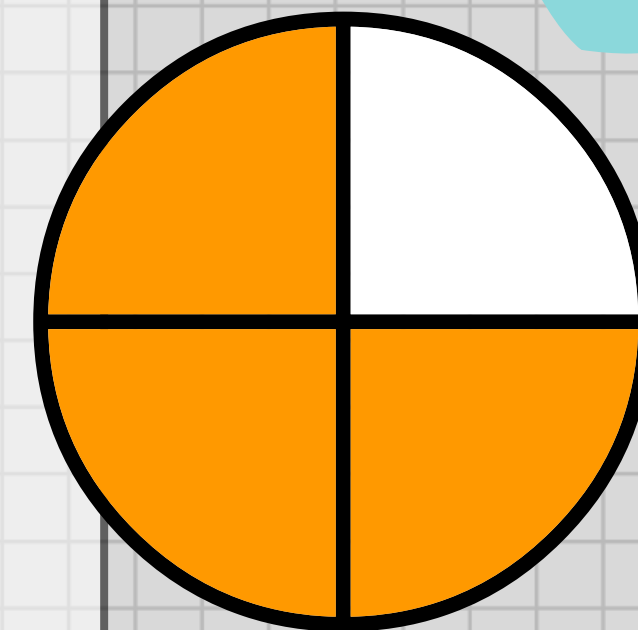
Data and analysis

Money

Measurement

Position and Movement

Estimation and Rounding



CHILD LED LEARNING (PLAY)

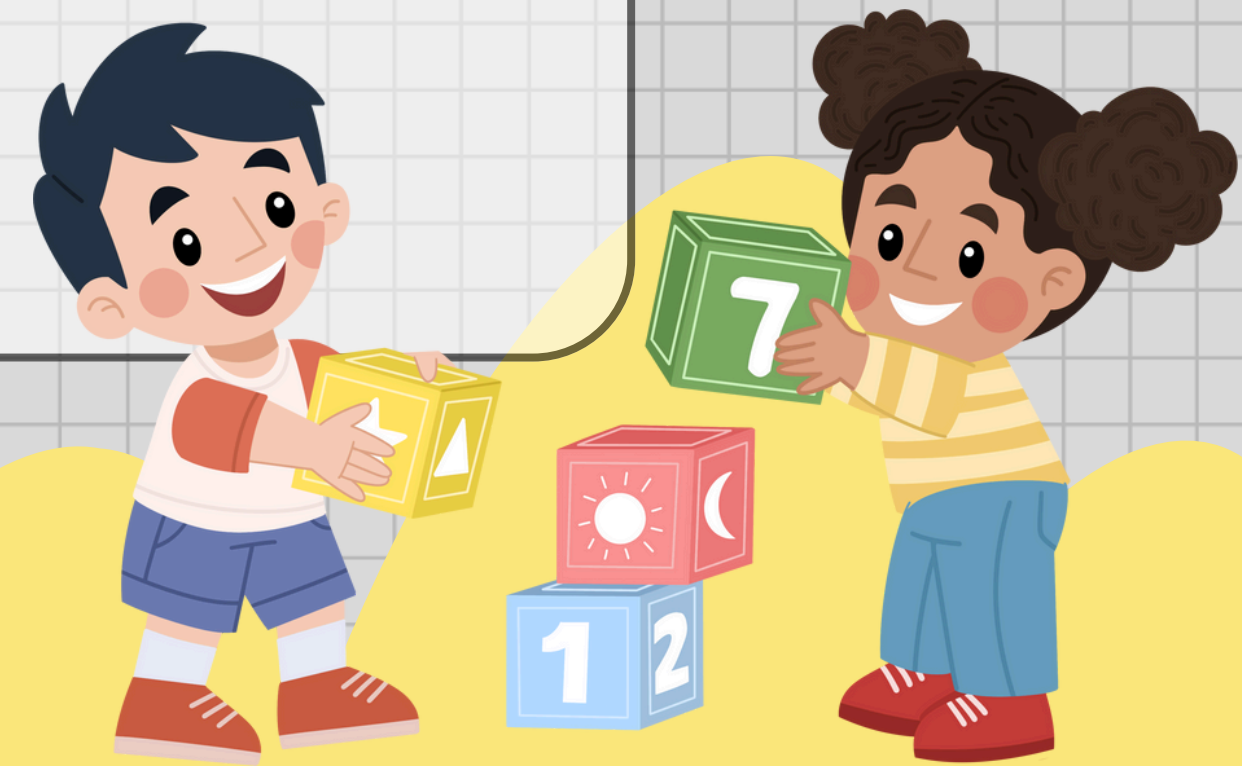
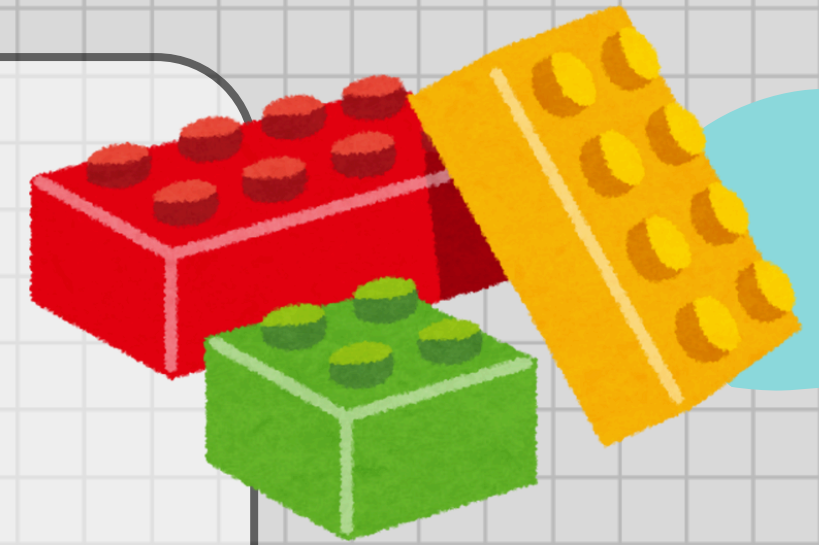
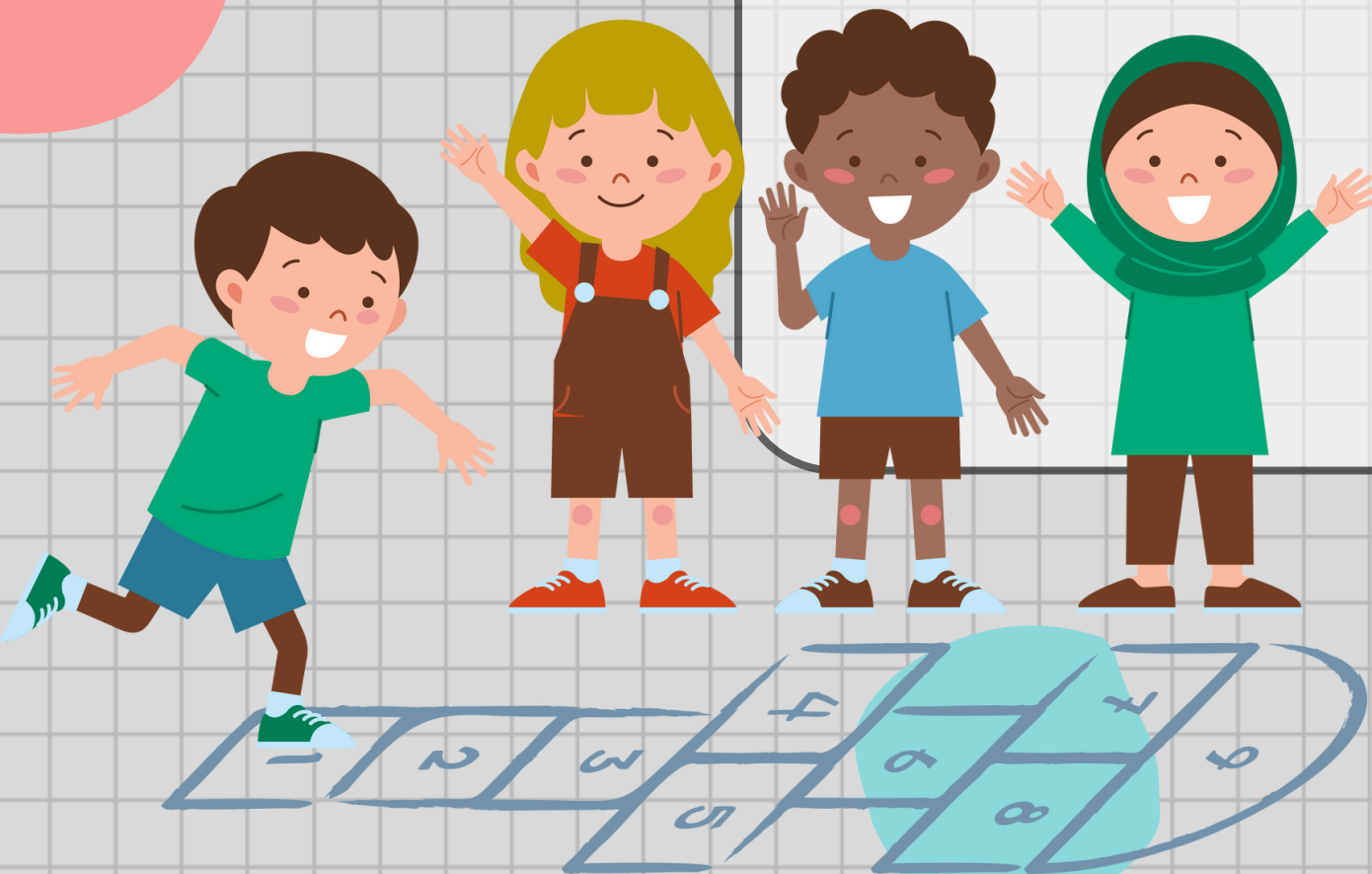
HOW CHILDREN DEVELOP SKILLS THROUGH PLAY



CHILD LED LEARNING (PLAY)

Through play, children can:

- Work in partnership with others
- Express themselves
- Build their independence
- Make sense of their experiences
- Manipulate materials
- Test out new knowledge
- Make choices and decisions
- Solve problems
- Develop new skills
- ... and much more!



HOMEWORK

P1 homework will begin on Tuesday 16th September.

Each Monday, a new homework will be posted on the TEAMS page. Hopefully, you will have all managed to sign on using the passwords that will be sent home this coming Monday. Please let us know if you are unable to sign in.

We will begin with literacy homework and introduce numeracy homework after the October Break.

Primary 1 homework gives you some suggested activities to reinforce the learning that we've been engaging with in class. There is no expectation to hand anything in.

