**Aviemore Primary School/ELC**

**Planning the Outcomes of Learning – Termly Organiser**

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| **Session: 2024-25 Term: 3**  **Class: P1 Teacher: Ms Ross**  **Topic: Scotland then Space/Child led interests**  P1 learn through a mix of child led, adult initiated and adult directed experiences. We are going to spend time on our class topic as well as having plenty of time for play and learning through our own projects/interests. We will work indoors and outdoors.  **Skills: T**he eight ‘Animal Explorers’ support us with skills: The Focused Fox, The Curious Cat, The Ready Rabbit, Parker the Problem-Solving Cheetah, The Calm Horse, The Persistent Penguin, The Creative Crab and The Cooperative Croc. | |
| **Dates for the diary**  **January**  6th Return to school and nursery  10th Assembly – Mrs McMaster New Year and Visions, Values and Aims.  17th Termly Planners Out  17th Assembly – Mrs Creber – SHANARRI – Active  22nd Nursery Parent appointments  22nd, 23rd and 24th Garden designer coming into school  24th Assembly – Whole School Scotland topic  **February**  4th and 6th School parent evening appointments  **7th Class assembly P1- Miss Ross**  14th Assembly – Stage/Reflective – Children’s Mental Health Week  17th 18th Holidays School and ELC closed to pupils and staff.  19th Inservice day- school and ELC closed to pupils  **21st Class assembly P3/4 Mrs McIntyre**  28th Assembly Mrs McMaster – SHANARRI (responsible)  **March**  6th World Book Day  **7th Class Assembly P3/4 Mrs Tannock Josey**  14th Comic Relief Assembly and Ptarmigan House enterprise  21st Lots of Socks- Downs Syndrome Awareness Day  **21st Class Assembly P1/2 Miss Anderson and Ms Lewis**  28th Star Assembly  **April**  1st House Treat  2nd Autism Awareness Day  4th Easter Assembly  4th School and ELC close for the holidays  We will return to school and nursery on 22nd April. | **Curricular Areas**  **Literacy**   * Listening and Talking:   Taking turns  Listen and respond respectfully  Select and share ideas – play/learning  Recognize difference between facts and opinions – Scotland and space  Scots and Gaelic poems and songs  Giving and receiving feedback  Class stories  Makaton   * Phonics:   Consolidate sounds we know  Introduce 2 sounds per week from qu, ch, sh, th, wh, ng, nk, ai, ee, igh, oa, oo, ow (cow), ow (snow). Learning letter sounds using songs and actions  Listening for beginning middle and end sounds  Rhyming songs/games/stories  Phonological awareness activities  Blending to create/read words   * Reading:   Choosing story of the day/discussing  Story corner to select texts for enjoyment/information  Reading environmental print – signs and labels  Oxford Reading Tree key words for stage 2  Decodable books – decoding and reading words  Comprehension – summarizing and monitoring  Fluency/expression  Weekly visits to the library and the school Reading Room  Introduction to non-fiction books  Recognize difference between facts and opinions – Scotland and space   * Writing:   Foundations for writing programme – continue to write and extend sentences with use of sentence toolbox  Story mapping/sequencing through talk for writing – Three Craws, The Three Little Pigs, Wee Willie Winkie  Fact files – Scottish animals, Space  Poems  Opportunities for daily writing in play opportunities   * Handwriting:   Daily fine motor and letter formation activities  ‘birdy beak’ grip  Size, shape and direction - continuous shapes and starting at the top  Writing on the line, ascenders and descenders  Scissor skills  **Numeracy and Mathematics**   * Number:   Addition  Subtraction  Word problems  Place value   * Time:   Day/night  Daily routines  Days/Months/Calendars  O’Clock time (analogue and digital)  Half Past time (analogue and digital)  **Health and Wellbeing**  Explore the wellbeing indicators (SHANARRI):  Healthy – learning that being active is a healthy way to be  Responsible – Rights respecting schools, looking after our school and community, performing in front of an audience  Physical Education:  Football  Shinty  Tennis  **Social Studies**   * Play/Child led learning:   Experiences and outcomes will mostly be determined through the pupils’ play journey and exploratory resources   * Scotland:   Mapwork, Scots language, animals, food/drink, tartan, artwork  **Science**   * Play/Child led learning:   Experiences and outcomes will mostly be determined through the pupils’ play journey and exploratory resources   * Space:   Earth, sun and moon and how this relates to day/night and seasons. Planets, stars and other child led interests around this.  **Technologies**   * Logging on to and using the Chromebook more independently – with support weekly from Digital Leaders * Materials and design through play/junk modelling   **Expressive Arts**   * Daily opportunities to choose and explore a range of materials and loose parts (indoor and outdoor) to create images and objects * Artwork inspired by topic/child led interests:   Steven Brown, Charles Rennie Mackintosh, tartan   * Role play * Drama games * Rhythm and clapping games – Music Express * Class assembly   **RME**   * Values/Respect * World religions – places of worship   **French/Gaelic**   * Colours * Numbers * Likes/dislikes |
| **Opportunities for Personal Achievement**  Class Star of the Week certificates at weekly assembly  Class Crystals  Star Writer/Star Reader  Opportunities to earn house points across the school  Postcards home  Star assembly certificates from head teacher, house captains and rights respecting school  Profile Folder  Sharing wider achievement  Pupil groups (Eco, pupil council) | |
| **Class Charter**  In Primary 1 we are all equal and all welcome:  We are gentle and kind  We are safe  We share  We are helpful  We work hard  We look after our things  We listen to each other  All rights holders and duty bearers agree to respect these things. | |