**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 nursery10th Assembly – Mrs McMaster New Year and Visions, Values and Aims.17th Termly Planners Out17th Assembly – Mrs Creber – SHANARRI – Active22nd Nursery Parent appointments22nd, 23rd and 24th Garden designer coming into school24th 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 Week17th 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 enterprise21st Lots of Socks- Downs Syndrome Awareness Day**21st Class Assembly P1/2 Miss Anderson and Ms Lewis**28th Star Assembly**April**1st House Treat2nd Autism Awareness Day4th Easter Assembly4th School and ELC close for the holidaysWe will return to school and nursery on 22nd April. | **Curricular Areas****Literacy*** Listening and Talking:

Taking turnsListen and respond respectfullySelect and share ideas – play/learning Recognize difference between facts and opinions – Scotland and spaceScots and Gaelic poems and songsGiving and receiving feedbackClass storiesMakaton* Phonics:

Consolidate sounds we knowIntroduce 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 actionsListening for beginning middle and end soundsRhyming songs/games/storiesPhonological awareness activitiesBlending to create/read words* Reading:

Choosing story of the day/discussingStory corner to select texts for enjoyment/informationReading environmental print – signs and labelsOxford Reading Tree key words for stage 2Decodable books – decoding and reading wordsComprehension – summarizing and monitoringFluency/expressionWeekly visits to the library and the school Reading RoomIntroduction to non-fiction booksRecognize difference between facts and opinions – Scotland and space* Writing:

Foundations for writing programme – continue to write and extend sentences with use of sentence toolboxStory mapping/sequencing through talk for writing – Three Craws, The Three Little Pigs, Wee Willie WinkieFact files – Scottish animals, SpacePoemsOpportunities for daily writing in play opportunities* Handwriting:

Daily fine motor and letter formation activities‘birdy beak’ gripSize, shape and direction - continuous shapes and starting at the topWriting on the line, ascenders and descendersScissor skills**Numeracy and Mathematics*** Number:

AdditionSubtractionWord problemsPlace value* Time:

Day/nightDaily routinesDays/Months/CalendarsO’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 beResponsible – Rights respecting schools, looking after our school and community, performing in front of an audiencePhysical Education:FootballShintyTennis**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
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| **Opportunities for Personal Achievement**Class Star of the Week certificates at weekly assemblyClass CrystalsStar Writer/Star ReaderOpportunities to earn house points across the schoolPostcards homeStar assembly certificates from head teacher, house captains and rights respecting schoolProfile FolderSharing wider achievementPupil groups (Eco, pupil council) |
| **Class Charter** In Primary 1 we are all equal and all welcome:We are gentle and kindWe are safeWe shareWe are helpfulWe work hardWe look after our thingsWe listen to each otherAll rights holders and duty bearers agree to respect these things. |