

Aviemore Primary School/ELC
Planning the Outcomes of Learning – Termly Organiser

Session: 2026/27

Term: 1

Class: P1

Teacher: Ms Ross

Topic: All About Me and My Local Area

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 time for play and learning through our own projects/interests. We will work indoors and outdoors.

Skills: The ten 'Animal Explorers' support us with skills: The Focused Fox, The Curious Cat, The Ready Rabbit, The Problem-Solving Cheetah, The Calm Horse, The Persistent Penguin, The Creative Crab, The Cooperative Croc, The Critical Crow and The Empathy Elephant.

Dates for the diary	Curricular Areas
August 17th and 18th In-service Days 19th School and nursery return 21st Assembly – Mrs McMaster – Vision, Values and Aims 28th Assembly – Mrs Creber SHANARRI-Safe September 2nd P5 Academy9 Gateway 4th Termly Planners out 8th P3 Farm Trip 8th P6 Farm Trip 11th Assembly – Alzheimer Scotland Assembly 14th In-service Day (school and ELC closed to pupils) 18th Assembly – House enterprises Capercaillie – Blythswood shoebox appeal 22nd and 24th – Initial meet the teacher parent meeting. 22nd Eden Court- Lonely Pine (at school) 25th Assembly – Stage assemblies (lower and upper school) SHANARRI- Included 28th Class photos October 2nd Star and wider achievements assembly 6th House Treat 9th Harvest Assembly 9th School and nursery close for October holidays and reopen on Monday 26th October.	<u>Literacy</u> - Listening and Talking: - Taking turns - Listen and respond respectfully - Select and share ideas - Giving and receiving feedback - Class stories - Makaton - Phonics: - Introduce 3 sounds per week from s,a,t,i,p,n,m,d,g,o,c,k,ck,e,u, learning letter sounds using songs and actions. - Listening for beginning sounds. - Rhyming songs/games/stories. - Phonological awareness activities. - Beginning to blend sounds to create CVC words for some. - Reading: - Choosing story of the day/discussing. - Story corner to select texts for enjoyment/information. - Reading environmental print – signs and labels. - Wordless books – oral language development, sequencing and retelling. - Introduction to the Oxford Reading Tree characters, names and key words for stage 1. - Decodable books – beginning to decode and read words for some. - Comprehension – predicting and making connections. - Weekly visits to the library to choose own books. - Writing: - Foundations for writing drawing programme – use of pictures to tell stories. - Story mapping/sequencing through talk for writing – The Little Red Hen & The Enormous Turnip. - Opportunities for daily writing in play opportunities. - Handwriting: - Pencil control activities/mark making. - Fine motor activities. - Pencil grip. - Begin formation of letters and numbers – size, shape, direction. <u>Numeracy and Mathematics</u> - Number: - Count, order, read, write and explore numbers within 20 (and beyond).

Recognise patterns of number using dice, ten frames and numicon.

- Shape:

Recognise and name 2D shapes.

Begin to recognise and name 3D shapes.

Symmetry and pattern.

Health and Wellbeing

- Physical education:

Safe – Assess & manage risk, move my body safely.

Healthy – positive link between activity and health

Physical – Ball skills – rolling, bouncing, throwing and catching.

- Food and health:

Safe – cleanliness, hygiene and safety in everyday routines

- Resilient Kids programme (4 weeks).
- Class charter – linked to UN rights of the child.
- Making positive choices around play.
- Daily social snack – ‘Snack and Chat’.
- Personal hygiene – independently washing hands effectively.
- Planning for choices and change:

Skills through animal explorers.

Reflecting on our learning and target setting.

Social Studies

- Local Landscapes – Features of our local environment, caring for nature and our environment (animals, trees, recycling, wildfires/safety).
- Play/Child led learning:

Experiences and outcomes will be determined through the pupils’ play journey and exploratory resources.

- Inclusion/friendships:

UNCRC Rights of the Child – equality and diversity.

- The Global Goals for Sustainable Development and the Explorers to make our skills visible.

Science

- Play/Child led learning:

Experiences and outcomes will mostly be determined through the pupils’ play journey and exploratory resources.

Technologies

- Whole class use of internet/interactive smartboard.
- Logging on to and using the Chromebook with support.
- Materials and design through play.

Expressive Arts

- Daily opportunities to choose and explore a range of materials and loose parts (indoor and outdoor) to create images and objects.
- Art work related to topic (local landscapes)
- Role play.
- Drama games.
- Rhythm and clapping games.
- Singing.

	<u>RME</u> • Rights of the child: Stories around respect, kindness, values, equality/diversity. • Christian stories/Harvest Festivals around the world. <u>French/Gaelic</u> Greetings and introductions.
Opportunities for Personal Achievement Class Star of the Week certificates at weekly assembly, Kindness Jar, Star Writer/Star Mathematician, 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.	
Class Charter In Primary 1 we are all equal and all welcome: We are gentle We share/take turns We are helpful We use kind words We look after our things/tidy up We listen to each other We try our best We have fun! All rights holders and duty bearers agree to respect these things.	