**Aviemore Primary School/ELC**

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

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| **Session: 2024-25 Term: 1**  **Class: P1 Teacher: Ms Ross**  **Topic: Everybody’s Welcome**  P1 learn through a mix of child led, adult initiated and adult directed experiences. We are going to spend time on our class topic ‘Everyone Welcome’ as well as having plenty time for play and learning through our own projects/interests. We will work indoors and outdoors.  **Skills:** The 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**  **August**  19th In-service Day  20th School and nursery return  23rd Assembly – Mrs McMaster – Vision, Values and Aims  30th Assembly – Mrs Creber – SHANARRI- Safe  **September**  6th Assembly – Pupil Groups  6th Termly Planners out  10th Class photos  13th Assembly – Pupil Groups  16th and 17th In-service Days  20th Assembly – House Groups  (Launch enterprises – Osprey Foodbank collection and Capercaillie Shoebox Appeal)  24th and 26th – Initial meet the teacher parent meeting.  25th Flu vaccinations  27th Assembly – Stage assemblies  (lower and upper school)  **October**  4th Star Assembly  11th Harvest Assembly  11thSchool and nursery close for October holidays and reopen on Monday 28th October. | **Curricular Areas**  **Literacy**   * Listening and Talking:   Taking turns  Listen and respond respectfully  Select and share ideas  Giving and receiving feedback  Class stories   * Phonics:   Introduce 3 sounds per week from s,a,t,i,p,n,m,d,g,o,c,k,ck,e,u,r,h, 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   * 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  Comprehension – predicting and making connections  Weekly visits to the library and the school Reading Room   * Writing:   Foundations for writing drawing programme – use of pictures to tell stories  Personal accounts of events  Story mapping/sequencing through talk for writing  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  **Numeracy and Mathematics**   * Number:   Count, order, read, write and explore numbers within 20.  Recognise patterns of number using dice, ten frames and numicon   * Shape:   Recognise and name 2D shapes  Begin to recognize and name 3D shapes  Symmetry  Pattern  **Health and Wellbeing**   * Emotional Literacy:   Explore the wellbeing indicators (SHANARRI)  Express feelings and begin to talk about them – values, respect, friendship  Learn ways to manage feelings  Resilient Kids programme (4 weeks)  Class charter – linked to UN rights of the child  Making positive choices around play   * Physical Education:   Listening games  Safety in PE  Ball skills – rolling, bouncing, throwing and catching   * Food and Health:   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   * Play/Child led learning:   Experiences and outcomes will mostly be determined through the pupils’ play journey and exploratory resources – so far children would like to learn about countries   * ‘Everybody’s Welcome:   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 – so far children would like to learn about flowers/plants and bees/butterflies  **Technologies**   * Whole class use of internet/interactive smartboard * Logging on to and using the Chromebook more independently – with support weekly from Digital Leaders * 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 * Role play * Drama games * Rhythm and clapping games * Singing   **RME**   * Rights of the child:   Stories around respect, kindness, values, equality/diversity   * Christian stories/Harvest Festivals around the world   **French/Gaelic**   * Greetings and introductions |
| **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 do wonderful walking  We are safe  We share  We tidy up  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. | |