

Literacy: Key Focus /Skills

Talking and Listening

Pupils will develop their skills in;

Attention, Listening, social language and Phonological Awareness through:

- Reciting rhymes, songs and poems from memory
- Following a sequence of instructions
- Identifying sounds in their environment; sound walks
- Responding to steady beats and patterns; copying beats, marching clapping and tapping.
- Identify and sort syllables; tapping syllables in words and names, sorting objects according to number of syllables.
- Talking with adults and other pupils; take part in oral group activities
- Ask and answer simple questions using clear speech.

Reading

Pupils will:

- Browse in order to select a book; library visits, class library
- Learn how to handle and care for books; recognising different types of books and using language associated with books– front cover, back cover, blurb, spine, author , illustrator
- Develop concepts about print: track the text from left to right, identifying capital letters, develop concept of a sentence
- Sequence and retell a story in the correct order; make predictions about what will happen next

Writing

Pupils will develop their writing skills through;

- Gross motor skills, Hand-eye co-ordinations and fine motor skills; swirling large ribbons, cutting skills, painting, drawing, peg games, lacing and threading
- identifying odd one out, spot the difference jigsaws, sorting letter shapes
- Be able to distinguish between drawing and writing
- Hold the pencil in the tripod grip
- Be able to write their name

- Talk about the ideas represented in their drawings

Phonics

September– October; Phonological awareness activities such as spot the odd one out, environmental listening games, visual memory games, auditory memory games.

November and December Unit 1 and Unit 2 Sounds Write s a t l m n o p and associated word lists.

Key Words

- a, mum, dad, the, and, said, like, can, at, am, as, he, me, we, no, go, so.

Children will receive a phonics pack and a key word pack as part of

ICT

- Visit the ICT suite and learn to use a mouse
- Explore programmes such as Tizzy's Toy-box.
- Coding; unplugged coding activities and coding using a BeeBot.

Homework

- Library books
- Emergent reader books
- Variety of practical and written homework activities
- Sounds and tricky words to be practiced daily

NB

Please ensure all practical resources are returned to school each day to allow each child the opportunity to use them.

Topics

Marvellous Me!

Growing up, My Name, My features, I am Special, My Family

Twinkle Twinkle Little Star!

Sources of light

Night time/ Day time

Nocturnal and Diurnal animals

Space; Sun, Moon, Stars

St Mary's Primary School



Parent Information Sheet Term 1 September 2025–December 2025



Year Group: Primary 1

Home /School Communication

What should I do if my child is having a problem? 1. Contact class teacher by Seesaw
2. Contact Principal by Seesaw

Parents can also maintain contact with the teacher through the reading record or arrange an appointment through the office staff. All queries will be responded to promptly.

How Parent /Guardian Can Help.

- Read with your child. Use a story book and spend time exploring features with your child. Once reading books begin; listen to children's reading –talk about the story and meanings of any difficult words ,phrases etc. sign and comment in pupil's reading record .
- Practice mental maths skills with pupils at all opportunities.
- Help pupils to research topics through search engines, reference books or by visiting the Library.
- Pray with your child and teach them morning and evening prayers.
- Complete set homework each evening. Return homework daily.

Numeracy:Key Focus /Skills

Pupils will;

Number

- Know a variety of counting rhymes (5 Little Speckled Frogs, 5 Little Monkeys, 1, 2, 3, 4, 5, Once I caught a fish alive)
- Be able to count forwards and backwards from (0-10 and 10-0)
- Be able to recognise, count, form and talk confidently about numbers 0-5
- Be able to identify missing numbers in a sequence
- Identify numbers that come after a given number; what number comes after 4?

Handling Data

- Sort a random collection of materials and talk about their sort
- Be able to sort according to a given criterion eg; size, colour, number
- Be able to talk confidently about their sort
- Sort using a Carroll diagram and Venn diagram

Pattern

- Discuss patterns found in our environment
- Join in when making a class pattern eg; boy/ girl
- Be able to copy a pattern and talk confidently about our patterns

- Begin to continue a pattern

Shape and Space

- Understand and use a range of positional words; next to, beside, in front, behind
- Explore and talk about shapes in their environment
- Recognise and know the names of 2D shapes -a circle, square, triangle, rectangle.
- Recognise and know the names of 3D shapes a cube, cuboid, cone, cylinder.

Measures

- Investigate and explore capacity; using words like, full, empty, nearly full, nearly empty
- Sort objects according to length, use words like tall, taller, short, shorter.

Key Events / Dates

- 12/12/25 Christmas Jumper Day
- 16/12/25 Christmas Performance
- 18/12/25 Christmas Dinner Party Boc