

TERM 3 CLASS NEWSLETTER, P1-4



This newsletter is designed to provide you with a brief overview of the different types of learning your child will be involved in over the term. Please do not hesitate to contact the school should you have a question or query.

Literacy

Early Level (p1)

Listening and Talking: to use and respond to appropriate body language and facial expressions and to make choices after oral instructions

Reading: to recognise patterns in words and blend sounds to read unfamiliar words, to begin to be aware of full stops, capital letters and question marks

Writing: to use some sounds to begin to spell words, to make an attempt to write a sentence or more that my audience can read to go with my pictures

First Level (p2-4)

Listening and Talking: to use appropriate gestures and facial expression when I talk, developing my understanding of the importance of eye contact, and tone and volume of voice

Reading: to develop my understanding of the differences between factual and fiction texts, to increase my ability to find answers to my questions from factual text

Writing: to write factual texts, eg letters, reports and directions with increasing independence, appropriate vocabulary and relevant information

Numeracy

Early Level (p1)

Number: to begin to use subtraction within 10 and to identify and respond to the symbols +, - and =. To be aware of number families eg $2+3=5$, $3+2=5$, $5-3=2$, $5-2=3$.

Time: to read the time, on both analogue and digital clocks, to the hours and half past; to sequence the months of the year and use this eg what month is after March?

Data: to collect information and organise it by sorting, tallying and counting, to help to make a group pictogram which I can explain to others

First Level (p2-4)

Number: to use a range of strategies to solve number problems involving subtraction, to learn my multiplication tables in the order 10x, 2x, 5x, 3x, 4x, 9x, 6x, 8x, 7x and to use these to solve problems, to begin to use these to help me with division

Time: to tell the time to quarter to and past, 5 minute intervals and then to individual minutes, to use this to work out the duration of events, to be introduced to am, pm and 24 hour clock

Data: to collect and use data to make Carroll and Venn diagrams

How you can help

- Enjoy sharing factual books with your child, visit the library or use online books too. Encourage them to search books to find answers to their questions using contents and index, also to use a children's search engine for online information
- Discuss when adults have to write factually as part of their work
- Look at the time on real clocks and discuss the implications of this eg it's $\frac{1}{4}$ past 4, we have to be ready to go in 5 minutes
- Help P2-4 learn their times tables and P1 to learn what any two single digits make when added together



Believe, Endeavour, Succeed, Together

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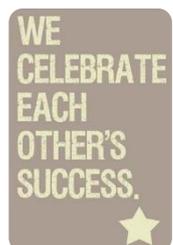
Context for Learning

Night and Day/The owl who was afraid of the dark

- To show that night and day is caused by the rotation of the earth and that the amount of each changes during a year
- To know that a day = 24 hours
- To know that a year is one complete orbit of the sun
- To know how the moon changes in a month and to explain why
- To know that sound is caused by vibration
- To demonstrate how to change the pitch of a sound
- To be aware of current scientific topics of interest
- To be aware that science influences our daily lives
- To describe a number of jobs that use science knowledge and skills
- To recognise the visual elements of line, shape, form, colour, tone, pattern and texture



WE TRY OUR BEST.



Health & Wellbeing

- To improve my racket and ball skills
- To begin to be able to calm myself using simple mindfulness
- To understand that how I dress can help me to stay safe in winter
- To begin to think what skills and knowledge I have and what occupations that may lead to after school

B E S T

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