

# **ST. DOMINIC'S PRIORY SCHOOL**

**Curriculum Handbook**

**Primary One**

**2017 - 2018**

## **PRIMARY ONE CURRICULUM OVERVIEW 2017-2018**

The following booklet provides an overview of the academic year in Primary One. This will enable you to support and help your child in ways appropriate to you. We hope you find this information useful.

Work previously covered in Reception will be extended and consolidated and the children will become increasingly confident to work with growing independence and for longer periods of time.

The children will be assessed regularly by their teachers and progress will be reported during Parent's Evening and in written reports. The Class teacher is also always happy to discuss any concerns with you.

We follow the National Literacy and Numeracy strategies; the work is adapted to suit different ability levels within the class. At this age there is still plenty of practical activity to reinforce learning. In Primary One we aim for learning to be fun, to build on what the children can already do and to be linked where possible to real activities and events.

Homework will be set on a Friday and may include Literacy and Numeracy worksheets, spellings and where appropriate, Abacus on-line maths games to support, reinforce and extend class learning. It should be in by Wednesday. Please also try to allow time each day to hear your child read, adding a comment or signing their 'Home School Communication Book' when you have done this.

The children are regularly rewarded for good work and good behaviour with House Points, stickers are given and plenty of verbal praise and recognition. Certificates are also presented in a Key Stage 1 Celebration Assembly.

If you have any resources or expertise linked to the topics to be covered please contact the school; we would welcome your support. If there are any areas that you wish to discuss further, please do not hesitate to contact me. Thank you for your support and I hope that you and your child will be very happy during your time with Primary one.

**Mrs N Moore**  
**Primary One Class Teacher**

## **PRIMARY 1**

### **LITERACY**

The curriculum area of Literacy will be taught every day. The pupils will be encouraged to speak confidently and to listen to what others have to say. They will develop their reading skills and be encouraged to write independently with enthusiasm. They will be encouraged to use language to explore their own experiences and imaginary worlds.

#### **Skills:-**

- To take part daily in speaking and listening activities.
- To read daily from a variety of reading texts and to an adult.
- To write regularly to record thoughts and ideas and to learn correct grammar, sentence structure and punctuation.
- To have a daily session dedicated to the teaching of phonics, linked to spellings.
- To develop good pencil control and to write letters that are correctly orientated having uniform shape and size.
- Use ICT to record work.
- All skills will be developed across the whole curriculum.

#### **Syllabus:**

- Stories with a familiar setting
- Poetry
- Recounting what has happened (news)
- Non-fiction texts
- Letters and post-cards
- Instructions
- Labels and Captions

**Links to ICT to be used throughout the teaching of this curriculum area, to encourage presentation of work in a variety of ways**

#### **Parental support:-**

- Daily reading activities to be shared at home
- To visit a local library to extend reading opportunities
- To encourage the learning of spellings.
- To encourage the writing of postcards, birthday cards, invitations etc.

## **PRIMARY 1**

### **NUMERACY**

The curriculum area of Numeracy will be taught every day. The curriculum will be delivered by following the 'Strands' of:-

- Using and applying mathematics
- Counting and understanding number
- Calculating
- Knowing and using number facts
- Understanding shape
- Measuring
- Handling data

#### **Skills:-**

- To take part daily in mental arithmetic activities
- To use a wide range of apparatus to help with problem solving
- To record work accurately and neatly
- To practise writing numbers correctly
- To take part in practical activities
- To develop understanding of mathematical language
- Use ICT to support and develop learning further

#### **Syllabus:-**

- Addition and subtraction to twenty and beyond.
- Finding the difference between two numbers.
- Introduce tens and units (place value)
- Estimation to 20 – To make a reasonable guess at a number of objects
- To learn to recognise and order numbers to one hundred and beyond.
- Patterns in numbers. Odd and even numbers.
- Counting on in twos, fives and tens.
- Shopping activities with 1p. 2p. 5p. 10p. 20p. and 50p including change
- Flat and solid shapes – names and properties.
- Use non-standard/standard units to weigh and measure
- Introduction to fractions
- Introduce right angles and quarter turns
- Reinforce O'clock; introduce 'Half Past'
- Using tally sheets; record and interpret data.

**Links to ICT to be used throughout the teaching of this curriculum area, software to be used to support work carried out in workbooks, mathematical software to be used in the ICT suite and the Interactive Whiteboard will also be used.**

**Parental support:-**

- Daily counting activities and games to be shared at home e.g. snakes and ladders
- To play shopping games – using a variety of coins
- To encourage ‘mental arithmetic’ ie. Working out sums in the head
- To encourage the use of mathematical language
- To support the completion any homework/on-line games.

## **PRIMARY 1**

### **Topic Based learning**

During Primary One pupils will use a variety of sources of information to help them to learn about changes that have occurred over time. They will also learn about themselves and their families, places and travel, starting with the present and then looking at the past. The subject will encourage the development of a range of skills across the curriculum; vocabulary, knowledge and understanding about people, places and environments. The children will learn about changes and continuity in their own local area, in Britain and in other parts of the World through a series of topics. The children will use Historical, Geographical and Scientific vocabulary to describe events, people, places and environments; they will be encouraged to look for similarities and differences between the present and the past.

#### **Skills will include:-**

- Observing, questioning, collecting and recording evidence; analysing and communicating results.
- Developing and using Scientific, Geographical and Historical vocabulary.
- Using maps, aerial photographs and postcards to develop learning about places close to home and places further away.
- Read and label simple maps and plans.
- Use secondary sources and ICT to research and record work; to use resources on the Interactive Whiteboard and selected Internet websites.

The children will also learn that the past can be represented and interpreted in different ways; this may include pictures, photographs, video/DVD, visits, museum displays, fictional and non-fictional accounts.

#### **Our main topics are:-**

##### **Myself and Toys:-**

To include:-

- My body and my senses
- Sorting animals including humans, both by what they eat, such as omnivores and by characteristics, such as mammals.
- Who is in my family?
- My home
- Portraits using different media. Artist focus – David Hockney.
- Stories from familiar settings based around a favourite toy.
- Visiting a Toy Museum.
- Influential Nurses for example; Florence Nightingale and Mary Seacole
- Seasonal changes
- Materials and their properties.

- Journeys that the children have taken.

### **Castles and Travel and Transport**

To include:-

- My Home.
- Famous kings and queens in History.
- Study of Stafford Castle.
- Castles in the past – materials and their every day properties.
- History of travel throughout the years and identifying different types of transport
- Journeys that the children have taken
- Weather station to record changes in the weather
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### **Our Wonderful world**

To include:-

- Learning about the countries that make up the UK and some of the features that make them special.
- To name the continents and oceans.
- Our school and a brief history.
- A study of our local area including the canal.
- Exploring and using a variety of maps including Google maps.
- Plants and habitats.
- Label the parts of a plant and observe changes in growth.

**Links to ICT to be used throughout the teaching of this curriculum area. Interactive Whiteboard to be used to support and enhance learning.**

### **Parental support:-**

- To encourage discussion of places visited and of topics being studied.
- To further develop research using the Internet and the reading of non-fiction books.
- To visit museums and historic places of interest.
- To encourage the development of map reading skills when planning journeys
- To collect postcards of places visited to add to classroom display and to encourage further discussion
- To encourage the discussion of climate, culture and environments etc. in different parts of the World

## **PRIMARY 1**

### **Computing**

The curriculum area of Information Technology will be taught as computer skills to record and support work and it will also be used through all areas of the curriculum to support and enhance learning. The pupils will be encouraged to develop confidence when logging onto the Computer Network. They will be encouraged to use the correct terminology when using the computer.

Daily use of the interactive whiteboard will help children to understand how ICT is implemented and how it affects our daily lives.

#### **Skills:-**

- To develop a range of computing skills to be used to record and present work in a variety of ways
- Logon to the network, access work, edit work, save, print and logoff.
- To develop word processing skills and to know what an algorithm is.
- HEALTH AND SAFETY: To understand that care must be taken when using any electrical equipment

#### **Areas To Be Covered:-**

- MODELLING: use drag and drop techniques developing mouse control.
- LABELLING: to create labels for work folders and titles for presentation of work.
- PAINT: To develop skills and control using a variety of painting tools and techniques.
- WORD PROCESSING: an introduction to early keyboard skills to record and present topic work.
- ON-LINE RESEARCH.
- SIMPLE PROGRAMMING.

#### **Parental support:-**

- To encourage your child to follow simple but precise instructions.
- To encourage your child to use the computer or programmable toys at home.
- To encourage your child to develop early keyboard skills.
- To encourage your child to be aware of the Technological World we live in.



## **PRIMARY 2**

### **DRAMA**

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part

However, as well as drama that takes place within English lessons, the school also recognises the value of drama and adds weight to it by having a place of its own on the timetable, once a fortnight. In these lessons teachers use a range of strategies that engage the students' creativity and imagination. Using creative and imaginative role play situations, students explore their own and others' feelings about a range of cultural and human issues, but also about narratives and characters they know. They will learn about and how to employ the strategies of hot seating, tableau, freeze frame, slow motion, blocking, thought tracking and conscience alley.

Students will be exploring voice, movement, gesture and facial expression, and learn how to make meaning clear for themselves, and for an audience – such as their peers – as well.

During their lessons students will also learn to

This will include:

- Improvising in groups.
- Make up scripts based on fairy tales or other well known narratives.
- Learning how to use props and costumes to explore characterisation.
- Learning to develop thinking skills by exploring characterisation.
- Learning to explore characterisation by using costumes, masks and puppets.
- Learning to adopt, develop and sustain a role.
- Learning to develop movements using arms and legs.
- Learning to devise a sequence of movements.
- Learning to work in pairs to develop an understanding of movement.
- Learning to devise and participate in a group movement activity.
- Teaching their routine to a partner.
- Working together as a group to devise a movement sequence.
- Evaluating how well they have done and how they can improve.

Drama has cross curricular links with Literacy, RE, Geography, History and PSHE

## **PRIMARY 1**

### **PSHE – PERSONAL, SOCIAL, HEALTH EDUCATION**

**Half an hour session a week**

We follow the SEAL (Social Emotional Aspects of Learning) program designed by the Department for Education and Skills.

The resource has been designed to develop children's social and emotional skills.

There are seven key areas to the program, these are as follows:

- Autumn 1<sup>st</sup> Half Term** – What do I like about my school?
- Autumn 2<sup>nd</sup> Half Term** –How can I stay Healthy? How can I look after my friend?
- Spring 1<sup>st</sup> Half Term** – What different feelings do we have?
- Spring 2<sup>nd</sup> Half Term** – Why is it good to be me?
- Summer 1<sup>st</sup> Half Term** – How does change make me feel? What is money?
- Summer 2<sup>nd</sup> Half Term** –How can we care for the world around us?

The units may be introduced to the children by a whole school story read in assembly.

The units will address key social and emotional aspects of learning such as:

Empathy,  
Self-awareness,  
Motivation,  
Managing feelings,  
Social Skills.

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

## **PRIMARY 1**

### **RELIGIOUS EDUCATION**

The curriculum area of Religious Education will be taught twice every week and will follow the 'Come and See' Catholic Primary Religious Education Program. The children will be encouraged to pray and develop an understanding of the meaning of prayer. They will listen to stories from the Bible and will understand about God. They will be encouraged to understand and follow the ethos of St. Dominic's Priory School and they will be encouraged to attend and take part in assemblies and also in the Mass in Church.

#### **Skills:-**

- To understand that prayer is a special way of spending time with God
- To develop an understanding of the Church and that we are part of God's family
- To listen to and retell stories from the Bible
- To develop an understanding of the Mass
- To develop a respect for people and faiths of other cultures

#### **Themes To Be Studied:-**

- Family- The domestic Church
- Belonging-Baptism
- Loving- Advent/Christmas
- Community-Local Church
- Relating-Eucharist
- Giving-Lent/Easter
- Serving-Pentecost
- Interrelating-Reconciliation
- World-Universal Church

**Links to ICT to be used throughout the teaching of this curriculum area, using Websites on the Internet, also the use of the Interactive Whiteboard as a resource and support for teaching and learning.**

#### **Parental support:-**

- To encourage the saying of prayers
- To read and discuss stories from the Bible
- To visit Church or other places of worship and to encourage an appreciation and respect of each others faiths and beliefs.

## **PRIMARY 1**

### **FRENCH**

**Two one hour lessons per fortnight**

**Course: La Jolie Ronde  
Les Aventures de Minou et Trottime (For 5 – 6 year olds)**

With this course oral and aural skills are given priority. The children chant, sing and take an active part in games, role plays and drama. The accompanying workbook provides interesting activities which make the most of their listening skills and their love of singing and acting. There are also interactive parts of the course.

**The aims are:**

To familiarise children with sounds of the French language and develop their ability to listen attentively.

To help them become confident in using phrases and words other than their mother tongue.

To become familiar with classroom language.

To develop listening and concentration skills.

To develop social and communication skills.

To enjoy language learning.

To use the French language creatively and to promote independence.

Throughout the year they will learn to recognize and use phrases covered by the following topics:

**The seasons, greetings, numbers, weather, food, parts of the body, colours, clothes, animals, the house and family.**

You can help by encouraging your child to practise what they have learnt in the lessons, especially rhymes and songs. This will help to develop their confidence. Talk to your child about France and encourage them to take an interest in French food, holidays etc.

## **PRIMARY 1**

### **MUSIC**

#### **Three lessons per fortnight**

Pupils understanding and enjoyment of music is developed through activities that bring together Performing, Composing, Listening and Appraisal.

- Pupils perform solo/ small groups and as a whole class
- Pupils will improvise and begin composing in small groups
- Pupils will listen to a variety of music and discuss what they are listening to and how they respond to it.

#### **Syllabus:-**

##### **Singing:-**

- Pupils will sing a range of songs, which include action songs, echo songs, chants and songs for different occasions. Work is done on singing in tune, breathing, posture and articulation, memory and aural perception. All these skills are continued throughout the school.

##### **Instruments:-**

- Pupils will use the percussion instruments to play in parts, learn time values, play together as a group, improvise and compose work. Solo work is voluntary but encouraged. The recorder is begun in Primary 1, learning notes and producing a musical sound.

##### **Movement:-**

- Pupils listen and move to many styles of music, they learn to recognise mood, texture, tempo and timbre. They improvise short patterns working in small groups.

##### **Performance:-**

- Pupils from Primary One have opportunities to perform both formally and informally. The formal occasions are religious celebrations, e.g. Harvest, Christmas, Easter, assemblies, end of term concerts; informal sessions take place during music lessons when children perform to each other in small groups or solo work.

## **PRIMARY 1**

### **ART & DESIGN**

The curriculum area of Art & Design will be taught for three one-hour periods per fortnight. The main areas of focus are investigating and making, developing knowledge and understanding.

#### **Skills:-**

- To work individually and in groups
- To explore a variety of skills and techniques using a range of media
- Use materials, tools and techniques
- Be aware of health and safety
- Use secondary sources
- Use ICT to research and record work

#### **Themes:-**

To link with our studies across the curriculum, work will come under the umbrella of three main topics: Me and my Family/toys in the Autumn Term, Houses and Homes/Our school in the Spring Term and Splash in the Summer Term.

**Links to ICT to be used throughout the teaching of this curriculum area, using Websites on the Internet and use of the Interactive Whiteboard.**

#### **Parental support:-**

- To encourage cutting, measuring and sewing skills
- To encourage the collection of patterns and designs that are aesthetically pleasing
- To visit museums and art galleries to develop interests further

## **PRIMARY 1**

### **PHYSICAL EDUCATION**

#### **GAMES**

- To improve general co-ordination
- To develop fundamental movement patterns and motor skills
- To develop greater awareness of space and others' movement
- To increase spatial awareness and development of a range of movements within available space
- To develop increased confidence and skill in the use of a variety of equipment
- Experience in playing games co-operatively and competitively
- Development of anticipation and improvement in body management in relation to moving objects
- Development of basic skills through individual and pair challenges e.g. how many times; how far away
- Putting skills into a games context, working co-operatively and competitively
- Sequencing basic actions e.g. run and send, bounce and catch, roll and run to collect
- Running and chasing games of a slightly more complex nature, demanding greater awareness of others, or of objects
- Refining movements to become more accurate in their use – sending skills combined with aiming
- Work on concentration on target, body position, arm or leg action including follow through
- Decision-making in choice of action, e.g. underarm or overarm
- Awareness of the changes that occur to the body during exercise
- To develop the basic skills of sending, receiving and travelling with equipment, encouraging greater accuracy
- To develop throwing and catching, alone and with a partner with different apparatus
- To balance a ball on a bat/racket with control
- In a controlled way hit a ball/shuttle upwards/downwards with a racket/bat
- Rolling, kicking, bouncing and throwing to aim at targets

#### **Key skills**

##### **Sending**

Rolling, throwing, kicking, hitting, developing aiming with these skills when ready

##### **Receiving**

Self-feed; rebounding, catching, collecting and stopping with feet, hands or bat.

## **Travelling with**

Running receiving and carrying

Running and sending – kick, throw or hit

Bouncing and moving

Dribbling and hitting

## **Moving with awareness**

Running, chasing and avoiding a person or object

Running and swerving

Running, stopping, changing direction

## **GYMNASTICS**

- To explore and perform basic gymnastic actions
- To make up and perform simple movement phrases
- To perform movement phrases using a range of body actions and body parts with control and accuracy
- To feel the difference between tension and relaxation
- To copy or create, remember and repeat, short movement phrases of like or linked actions



## **PRIMARY 1**

### **DANCE**

#### **1 hour lesson per fortnight**

The focus of the dance curriculum is to develop student's ability to Perform, compose and appreciate dance as well as to further their knowledge and understanding of health and fitness.

Primary one students will learn to:

- Move safely and expressively in a dance with control and sensitivity to sound accompaniment.
- Use memory and imagination to explore range of familiar and fantasy and movement ideas for dance.
- Show their movement ideas to others, watch other people dance and talk about actions and movement shown.

They will also learn about:

- The importance of moving safely within a designated space, as an individual or when working as a pair or in a small group.
- The basic elements of dance including: basic body actions, dynamic qualities of movement, timing and spatial aspects.
- Every day and fantasy movements linked with a theme or story book.

During the course of the year, Primary 1 will develop their skills through set themes and styles of dance such as ballet, storytelling movements and cultural dance.

At the end of each term students will present their work, where they will be assessed on their ability to carry out a simple movement phrase with a partner or on their own. They will also be given the opportunity to add their own interpretation and ideas within the theme that is set for them.