

St. Mary's on the Hill

Curriculum Booklet



Primary 1

2024 – 2025

OUR SCHOOL RULES

OUR WORK RULES:

- We always try our best
- We are good listeners
- We are ready to learn
- We work well with others
- We ask for help when we need it

OUR BEHAVIOUR RULES:

- We respect and care for each other
- We respect and care for our school
- We show good manners
- We play safely and fairly

OUR MOVEMENT RULES:

- We line up quietly
- We walk safely in and around our school
- We enter classrooms politely

We would ask for your cooperation in reminding your child of the school rules so that we can ensure that every child is safe and happy. For further details, please refer to the Positive Behaviour Policy available on the school website

Religious Education

- The Primary One '*Grow in Love*' Series and homeworks
- Daily prayers
- Prayer service – more details to follow
- Charity fundraising

Thinking Skills and Personal Capabilities

Thinking Skills and Personal Capabilities have been divided into five strands:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working with Others
- Self-Management

These skills underpin the curriculum, along with the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT.

The curriculum emphasises the development of pupils' skills and capabilities for lifelong learning and participating in society. By engaging pupils in active learning contexts across all areas of the curriculum, we can develop pupils':

- personal and interpersonal skills
- capabilities and dispositions
- ability to think both creatively and critically

In Primary One, Play Based Learning provides a medium through which the pupils will have opportunities to develop these skills in a practical way. The children's development of these skills is observed by the teacher as the children play.

Numeracy and Using Mathematics

Number

- count in the context of number rhymes, jingles and stories
- count a variety of objects by developing an understanding of one-to-one correspondence
- make sets for a given number
- match numerals to sets
- understand in counting activities that 'none' is represented by zero
- explore ordinal number
- explore the number that comes after, before, between a number
- carry out simple mental calculations, for example, 1 more than/less than
- count forwards and backwards from different starting points
- recognise, without counting, quantities within
- explore numbers relevant to their everyday lives, for example, their age or house number
- extend, when appropriate, understanding of number beyond 10

Money

- use money in various contexts, for example, playing shop
- talk about things that they want to spend money on
- understand the need to pay for goods and the ways we can do this e.g. cash or card
- become familiar with coins in everyday use

Measures

- compare and order objects of different length/weight/capacity/area
- understand and use the language of comparison, for example, longer/shorter
- order objects of different length, weight, capacity and area
- talk about significant times, for example, lunch time
- explore time patterns, for example, morning, afternoon, evening and days of the week
- begin to recognise o'clock time

Shape and Space

- explore and talk about shapes in the environment
- build and make models with 3D shapes
- create pictures and patterns with 2D shapes
- investigate the properties of shapes, for example, those that roll/don't roll
- describe and name some common 3D and 2D shapes
- explore movement through space during indoor and outdoor play activities
- explore movement using programmable devices, for example, a Beebot

Sorting

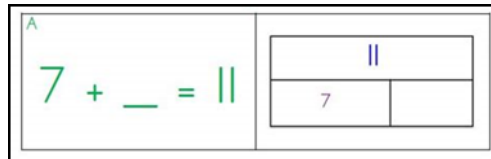
- sort a range of materials for a variety of properties, for example, size and colour, and respond to questions about the arrangements
- sort and resort for one and two criteria and talk about their work
- partition sets of objects into subsets in preparation for exploring components of number

Patterns and Relationships

- investigate and talk about patterns in the environment
- copy and continue a simple pattern
- understand the concept of addition by combining sets to find ‘how many altogether’
- compare sets by counting, to understand the terms ‘more than’, ‘less than’, ‘the same’

Problem Solving

- An important part of Numeracy is equipping children with the strategies they need to solve problems
- We are looking at a number of approaches including **bar modelling**.



- Using the bar modelling method, the children draw rectangles to represent objects.

Communication and Literacy

Requirements are:

- Talking and Listening
- Reading
- Writing

Talking and Listening

Purposeful talking and listening is the foundation for learning and underpins future development of reading and writing.

The pupils will:

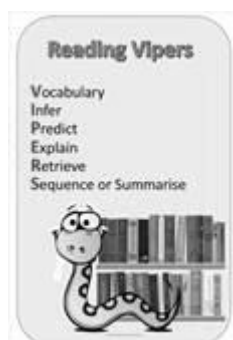
- Be able to listen attentively to a range of stimuli
- Be able to express some thoughts, ideas and feelings for example; through drama
- Be able to listen to others and respond, demonstrating some social conventions e.g. eye contact and turn-taking
- Be able to answer questions, (e.g. to give information) and ask questions (to find information or to seek an explanation)
- Know a wide range of rhymes, poems and songs

Reading

Children should listen to a range of interesting and exciting fiction, non-fiction, poetry and rhymes. They should also re-tell familiar stories and share a wide range of books with adults and other children. Reading experiences should be informal and enjoyable, with children learning in an environment where print is all around them, for example, in captions, labels and instructions.

The pupils will:

- Develop visual memory and discrimination
- Use the title, cover, blurb and illustrations to predict the type of text and content
- Talk about their personal experiences related to the text
- Be able to talk about what has been read and say what they have enjoyed or found out
- Know how to handle and care for a book
- Identify and use the explicit skills of reading as set out in our VIPERS strategy



Writing

Children should experience and understand the purposes of writing. They should have opportunities to talk about why people write. They should be given opportunities to experiment with their own written communication for their own purposes, using a range of writing materials such as pens, pencils, crayons and paint.

The pupils will:

- Develop manipulative skills in order to be able to handle writing materials e.g. finger exercises, threading beads, drawing and painting pictures and using scissors
- Use a comfortable and efficient pencil grip with some control
- ‘Read or interpret’ their emergent/ experimental writing
- See themselves as ‘writers’ as they experiment with ‘writing’ in a range of informal contexts e.g. writing messages or during Play Based Learning
- Talk about what they want to write

Using ICT

Using ICT (Information and Communications Technology) describes the ability to handle and communicate information, solve problems, pose questions and be creative through the use of technology.

The focus on Using ICT means that pupils will have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum. This includes:

- sharing and exchanging work
- exhibiting and showcasing their learning

The Pupils will:

- Explore a given website/apps on iPad
- Use apps e.g. Book Creator n
- Switch on/off a Beebot
- Make floor robot move forwards
- Use mouse/arrows to move objects around screen
- Type their name
- Use simple tools in a drawing program to draw
- Print work

The Arts

Music

Pupils' experiences in Music centre around three core activities: composing, performing and listening.

The pupils will:

- Learn songs and hymns
- Take part in performances
- Work creatively with sound
- Sing and perform with simple instruments
- Listen and respond to their own and others' music-making

Art and Design

Art and Design activities encourage the pupils to:

- respond to the world around them
- respond to their individual feelings and emotion.
- develop and use their imagination
- express their ideas, thoughts and feelings
- solve problems
- become more aesthetically aware

The pupils will:

- Observe and respond to things seen, handled, remembered and imagined.
- Investigate and talk about colours, shapes and patterns.
- Explore and use a wide range of materials and processes.
- Create and develop ideas using colours, shapes and patterns.
- Talk about their own and other pupils' work and how the work was made.

Drama

Drama enables pupils to express their thoughts, ideas and feelings in a safe environment.

The pupils will:

- Express their thoughts, ideas and feelings- use of puppets
- Develop their creativity through imaginative play- understand the difference between pretence and reality
- Engage in dramatic play to extend learning- hot seating, assuming role e.g. farmer or shopkeeper
- Hot seating where they take on the role of a character e.g. Kipper and express how they feel or what they did in certain scenarios

The World Around Us

This Area of Learning comprises the subjects of Geography, History and Science.

Primary One Topics:

Term 1	Term 2	Term 3
1:1 A Time to Rhyme	2:1 Brr, It's Freezing	3 Seaside
1:2 Toys and Christmas	2:2 Old Mac Donald/ On an Adventure	

Personal Development and Mutual Understanding

Personal Development and Mutual Understanding (PDMU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

The pupils will:

- Have the opportunity to become Eco-Warriors.
- Explore their own and others' feelings and emotions.
- Discuss their responsibilities for self and others.
- Know the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments
- Know the similarities and differences between groups of people

Physical Education

Physical Education in the curriculum provides the opportunity for specific attention to be given to the physical development, health and well-being of children.

The pupils will complete activities in:

- Gymnastics
- Dance
- Games
- Fundamental Movement Skills

PIKR: Children should come to school on a Monday and Wednesday wearing PE kit and can remain in their kit for the rest of the day.

PIMMC: Children should come to school on a Monday and Thursday wearing PE kit and can remain in their kit for the rest of the day.

PE uniform consists of white polo t-shirt, plain navy shorts/tracksuit bottoms and trainers.

Assessment for Learning

St. Mary's on the Hill embraces the principles of Assessment for Learning by placing formative assessment at the heart of the learning and teaching cycle. The emphasis is on improvement, raising achievement in pupils' learning and celebrating success. Assessment for Learning has the potential to make a powerful contribution to the central aim of the Northern Ireland curriculum by empowering learners and enabling them to realise their full potential.

Regular ongoing assessment is conducted by the teacher to inform future planning and assist target setting for individuals and groups of children.

The pupils will:

- Use the terms WALT (we are learning to) and WILF (what I'm looking for)
- Termly Phonics, Literacy and Numeracy assessments
- Be observed during Play Based Learning
- Use self-assessment and review their own work

Homework

A weekly overview of homework will be shared on Seesaw. The activities will be sent home at the beginning of the week and should take approximately 20 minutes each evening (inclusive of reading). If your child is unable to complete the homework within the time, please sign and send it in with a note. Please sign your child's homework and return it to school on the specified day. Some homework will be assigned online, on learning platforms e.g. Education City or Seesaw.

We promote independence in school and would ask you to continue this at home by ensuring that all work in the children's book is their own.

Regular practice of numbers and sounds will really help embed the learning that is taking place in school.

Housekeeping

Morning Drop Off

Please drop your child off at their designated gate from 8.45am. They will proceed straight to their classroom.

Collection Times

Please collect your child from the P1 playground at:

Monday - Thursday: 2.00pm

Friday: 1.45pm

In the interests of health and safety, pupils are not permitted to return to the school building once dismissed.

School Dinners

Please pay for school dinners using the *School Money* system. Orders must be placed by midnight of the previous night. The cost is £2.60 per day. The menu is available on the school website.

Healthy Eating Policy

Thank you for supporting our Healthy Eating Policy. Please continue to send a piece of fruit with water for the break-time snack.

Allergies

Please remember that St. Mary's on the Hill is a NUT FREE ZONE.

Due to severe allergies among some of our pupils, birthday cakes and other sharing treats are not permitted.

Please advise the class teacher of any changes in your child's medical needs.

Medication

Should your child require essential medication during the school day, a consent form (available from the school office) must be completed and left at the school office along with the medication.

Please ensure that medicines in school, such as inhalers or EpiPens are in date.

Medical & Dental Appointments

If your child has an appointment, please contact your child's teacher to let them know. Your child can be collected from the school office where they will be signed out.

Uniform

Full school uniform should be worn, except on PE days, when PE gear should be worn to school.

Our PE gear consists of **plain navy tracksuit bottoms or shorts, a plain white polo shirt** and black trainers.

The only jewellery permitted is a watch and a small pair of stud earrings.

Simple hair accessories are permitted.

All pupils participating in after-school sports activities must wear our school PE uniform on the day of the club.

Contact Details

Please ensure that your contact details are up to date by informing Mrs Mason in the office of any changes to phone numbers, addresses etc. this can be done by e mail or telephone.

Pupil Absence

Please inform the school if your child is absent by phoning or emailing the school office, or by providing a note upon your child's return to school. There is the option to leave a message on the phone system to inform the school of an absence.

Personal Belongings

Please ensure that all items of your child's clothing and belongings are clearly labelled with their name and class.

Please continue to use blue book bags in place of larger book bags to save space.

Party Invitations/Cakes

Unfortunately, we are unable to accept birthday cakes and treats as we have several children with severe allergies.

We would ask that party invitations are not distributed in school, as per the school policy, as exclusion from such events can cause offence.

Parent-Teacher Consultations

Primary One Parent-Teacher Consultations will take place in January. Further details will follow.

Should you wish to contact your child's teacher prior to this, please contact the office by phone or email.

Please keep us informed of changes in circumstances which may impact upon your child.

Facebook

We will celebrate and mark events throughout the school year. The school will continue to communicate and update parents via email and text. Facebook will not be used to send messages to parents and we asked that parents do not use Facebook to contact the school.

Click on the link below and please share with anyone you think would be interested or has a connection to our school - <https://www.facebook.com/StMarysOnTheHillPS/>

Keep up to date with school events, policies, holidays and useful links by regularly visiting our website, **stmarysonthehill.co.uk**

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