

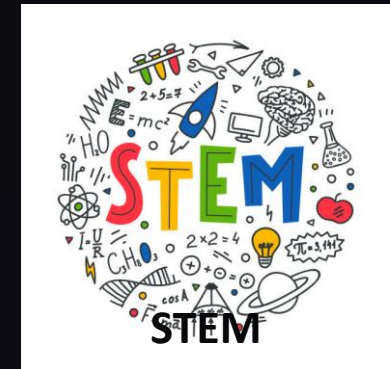
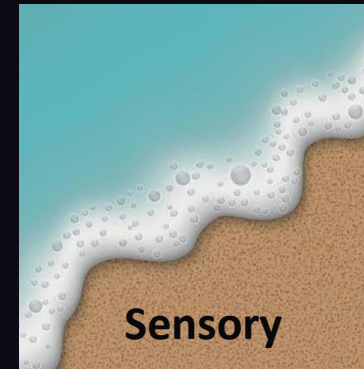
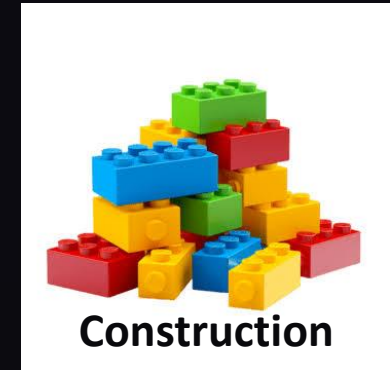


Primary 1
Meet the Teacher
September 2026

Daily structure

8.45am	Start Teacher input (Literacy/Numeracy) Teacher table groups <i>Play in the classroom</i>	<u>Fridays</u> 10am	Assembly
10.30am	Morning break		
10.45am	Teacher input (Literacy/Numeracy) Teacher table groups <i>Play in the classroom</i>	<u>Tuesdays</u> 11am	PE specialist
12pm	Lunch hall Outdoor play	<u>Fridays</u> 12.10pm	Home
1pm	Teacher input (Health and Wellbeing, Topic) Learning activities <i>Play in the classroom</i>	<u>Tuesdays</u> 1pm	Teacher input Gather Time Outdoor Learning
2.50pm	Home		

Weekly structure



Children have one day in each of four spaces.
Each room has a different play focus but all rooms contain opportunities for mark making, reading and numeracy

Literacy

August



Pre-Literacy

Rhyming, syllables, hearing initial sounds

September onwards



Literacy Rich phonics program

Teaching all initial sounds by Christmas

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Literacy Rich

Phonics

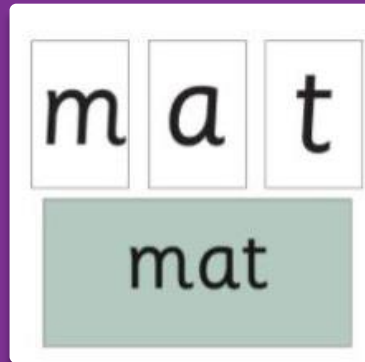
- Initial sounds and digraphs
- Letter formation
- Vocabulary (CVC words, 'common' words)
- Comprehension

This term...

Initial sounds and letter formation
Common words: *the, is, my, be...*



Letter formation



Segmenting/
blending

Once the children have learned a couple of initial sounds they will begin to blend the sounds into words.

Reading Planet



- Progressive reading scheme
- Wordless books
- Simple stories linked to phonics



Using “sounding out” and recognising “common words”
to read a variety of texts.

Books will begin to come home next week for additional practice. Books must come in to school daily.

Top tips for supporting Literacy



1. Letter sounds not names
2. Lower case not CAPITALS



3. Regular reading

- *child reading texts from school*
- *bedtime stories (and other times!)*
- *make (fun!) links between books or other texts and phonics learning*



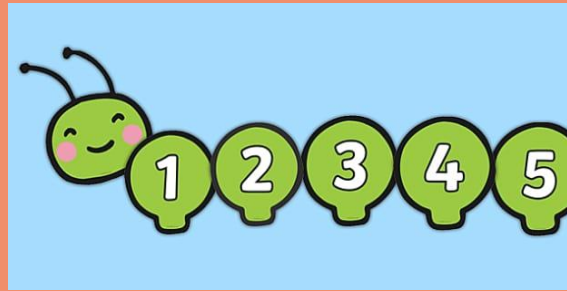
Numeracy

SEAL program (Stages of Early Arithmetical Learning)

Six strands for learning in Numeracy... progressing through P1 to P3.



Number word sequences
Counting out loud



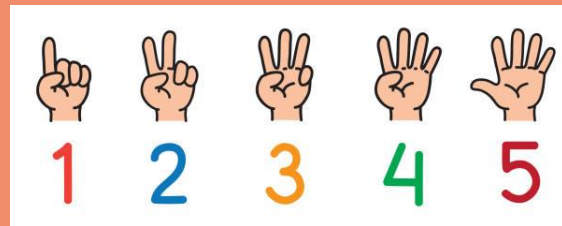
Numerals
Recognising numbers
Ordering and sequencing



Addition and Subtraction
Counting objects, adding
and taking away



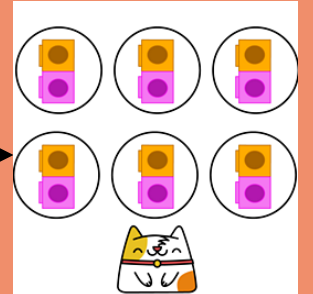
Number structures (spatial)
Recognising dot patterns,
domino/dice patterns



Number structures (fingers)
Finger patterns, doubles,
near doubles



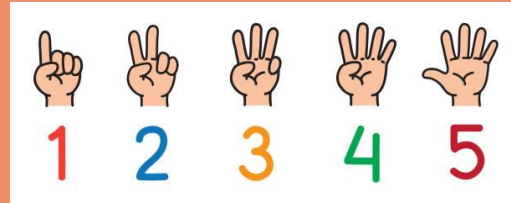
Temporal patterns
Counting claps,
movements, rhythms.



Multiplication and division
Grouping and sharing

Numeracy

SEAL program (Stages of Early Arithmetical Learning)



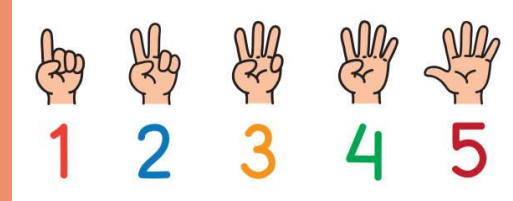
Daily number experiences: counting forwards and backwards, numeral recognition

Other Maths topics and skills

- *Coins used in Scotland*
- *Measure*
- *2D and 3D shapes and patterns*
- *Clocks, calendars, days of the week and months of the year*
- *Symmetry/direction/position*

Numeracy

SEAL program (Stages of Early Arithmetical Learning)

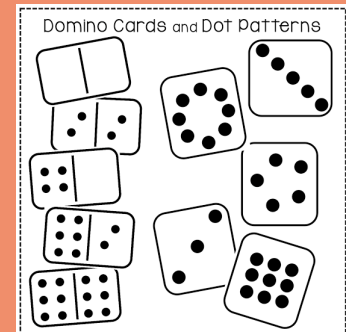


Daily number experiences: counting forwards and backwards, numeral recognition

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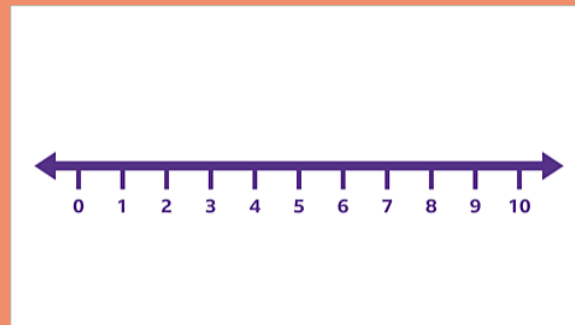
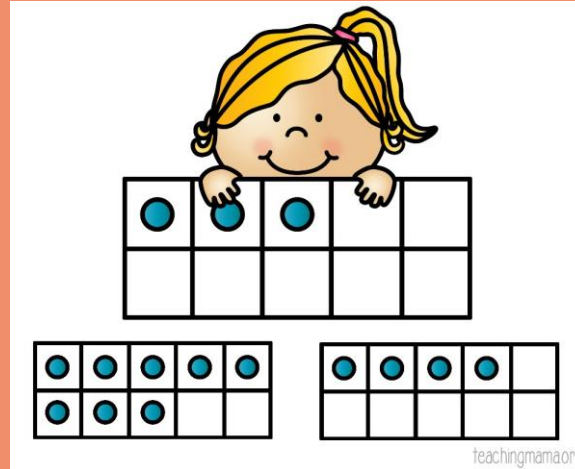
- *Coins used in Scotland*
- *Measure*
- *2D and 3D shapes and patterns*
- *Clocks, calendars, days, months*
- *Symmetry/direction/position*

We use a combination of concrete and pictorial materials to encourage confident 'number sense'.



Numeracy

Resources



Health and Wellbeing

Relationships, Sexual Health and Parenthood (RSHP)

National resource in line with the Curriculum for Excellence can be found at: rshp.scot/early-level/

My body	My body belongs to me	Asking Questions, Making Choices, Saying Yes/Saying No
Unique, similar and different	Our families	People who help and look after me
Friends and friendship: Helping others	Playing together, Being Kind	Personal Space and Privacy
When I feel sad or upset	Looking after plants and animals	Pregnancy and Looking After a Baby



PE (Physical Education)

- two hours per week of lessons
- regular specialist input



We do not change for PE, so no 'specific gym kit' is required.

Structure of the Day



The day is structured by:

1/3 direct teaching

1/3 adult directed activity

1/3 learners following their own interests

Developing independence in routines and self-management (e.g. coats/packing bags etc.)

The Importance of Play!



Play is deeply valued at Frogston and is a priceless tool for learning.

Play provision and resources are updated regular to support curricular learning and in response to the children's interests.

The benefits of play for learners include:

developing **resilience**

developing social and **communication** skills

fostering children's **own interests**

the chance to learn **at their own pace**

broaden and **deepen understanding**

emotional development

learning about **risk and challenge**

fun!

Important Information

Parent Pay

Lunch selections are made via ParentPay

Choices for each week must be made by 10pm on the previous Wednesday.

You can order for the week ahead.

Milk must also be ordered through ParentPay.

Key school information may be communicated through the ParentPay system. So please make sure you're connected!



Snack

- Please provide a healthy snack for your child to have at morning break.
- Children should also bring a water bottle each day.



Lost Property

- Children are reminded to put jumpers/cardigans in their bags.
- Teachers will check cloakrooms at the end of each day.
- Please support us by labelling **everything!**

Important Information

Weather...

- Except in the most extreme weather, we play outdoors.
- Coat/jacket every day! Wellies if you want.
- Children can bring suncream but must apply it independently.



Toys

No toys or other precious things should be brought to school from home!



Change of clothes

Please place a change of clothes in your child's bag.



Any questions?



Thanks for coming!

Any queries later on, please contact the office:
admin@frogston.edin.sch.uk