BALLYCLARE PRIMARY SCHOOL

WELCOME TO P1.

TERM 1

Language and Literacy:

- Pre-Writing activities – focusing on our pencil grip, cutting and sticking, lacing activities and tracing games.
- Jolly Phonics - we will be learning the name of each letter, a song for each letter, the letter sound, some words associated with each letter and the correct formation using glitter, paint, dough and other messy but fun sensory ways.
- Simple word building, for example c-a-t cat.
- Alphabet games to reinforce learned sounds.
- Shared reading experiences to reinforce Guided Reading activities using Big Books and class library.
- Songs and rhymes linked to themes.
- Counting syllables in words and looking for simple rhymes.

Homework:

- Children will bring their Sounds Book home to draw / find some pictures associated with that letter sound.
- 'I Can Read and Write' book to practice blending sounds together and letter formation.

Home Learning Ideas:

- Count everything, eg: going upstairs, putting fruit in a bowl, cutlery for dinner.
- Sorting activities, eg: helping you to sort the washing into piles.
- Sing lots of songs and clap/tap/march along!
- Read stories to your child.

Numeracy and Mathematics:

- Counting to 10, starting from different numbers, forwards, backwards.
- Numbers after, before and in between.
- Positional words – up, over, under and down.
- Compare length – long and short.
- Sorting a group of objects to make a set (for example, sorting cutlery in the home area into a set of spoons, a set of forks and a set of knives).
- Recognition of the numbers 1-5 and extending our understanding of these numbers through practical activities.
- Pattern making using 2 colours.

The World Around Us:

September / October - 'AMAZING ME'

☺ parts of the body
☺ who works in our school?
☺ emotions
☺ healthy eating
☺ caring for babies
☺ what makes us special

October / November - 'NURSERY RHYMES'

☺ plan a journey for a nursery rhyme character
☺ explore patterns and textures in walls
☺ discuss how characters feel in different nursery rhymes

December - 'CHRISTMAS'

☺ toys from the past
☺ plan a journey for Santa
☺ discuss Christmas Nativity

TERM 2

Language and Literacy:

- Writing activities – practice our pencil grip, letter formation, cutting and sticking, lacing and threading, sequencing and short written tasks.
- Guided Reading sessions – children will continue to read in school with their teacher and bring books home to enjoy with you. Tricky Words will be introduced in their word boxes.
- Jolly Phonics - we will be revising the name of each letter, a song for each letter, the letter sound, some words associated with each letter and the correct formation using glitter, paint, dough and other messy but fun sensory ways.
- More complex word building using 2 letter sounds, for example sh-o-p.
- Alphabet games to reinforce learned sounds.
- Shared reading experiences to reinforce Guided Reading activities using Big Books and class library.
- Songs and rhymes linked to themes.
- Counting syllables in words and looking for simple rhymes.

Homework:

- Children will bring their Sounds Book home to draw / find some pictures associated with that letter sound until all sounds have been covered.
- 'I Can Read & Write' books to practice blending sounds together.
- Group reading book and Tricky Words.

Home Learning Ideas:

- Reinforce pencil grip.
- Scissor activities.
- And of course, counting, singing and reading lots of stories!

Home Liaison Folders

Periodically, throughout the year, samples of your child's class work will be sent home in a folder for you to see how they are doing in school. These folders are normally sent home on a Friday and must be returned for the next school day.

Assessment

Assessment of your child's learning will take place formally and informally throughout the year. Details of his/her progress will be given to you at interview times and in

annual reports. Please contact Mrs Mulligan or your child's class teacher should you need any further information.

Numeracy and Mathematics:

- Counting to 20, starting from different numbers, forwards, backwards.
- Numbers after, before and in between.
- Mathematical terms – more / less, biggest / smallest.
- Compare objects of different capacities – most / least.
- Shape – classifying circles, rectangles, triangles and squares.
- Recognition of the numbers 1-10 and their corresponding number words.
- Pattern making using 2 colours.
- Sort objects related to our topic.

Homework:

- Reinforcing number formation/pattern/counting.

The World Around Us:

January / February - 'WINTER'

☺ explore how water changes when we freeze it
☺ research arctic animals, focus on penguins/polar bears
☺ discuss winter weather
☺ properties of snow

February / March - 'HOMES'

☺ identify different textures and properties of materials
☺ changes in homes over time
☺ classify homes
☺ website: www.belfastcity.gov.uk/hazardhunter

March / April - 'PETS'

☺ how to care for pets
☺ different types of pets
☺ the Dog's Trust 3 Golden Rules
☺ Dogs Trust website: www.learnwithdogs.co.uk

TERM 3

Language and Literacy:

- Writing activities – practice our pencil grip, letter formation, cutting and sticking, lacing and threading, sequencing and short written tasks.
- Independent writing, using letter sounds to write their own stories.
- Guided Reading sessions – children will continue to read in school with their teacher and bring books home to enjoy with you. Tricky Words will be in their word boxes. Encourage your child to use their letter sounds to tackle unfamiliar words, as well as picture cues.
- Jolly Phonics – revision of sounds.
- More complex word building using 2 letter sounds, for example sh-o-p.
- Alphabet games to reinforce learned sounds.
- Shared reading experiences to reinforce Guided Reading activities using Big Books and class library.
- Songs and rhymes linked to themes.
- Counting syllables in words and looking for simple rhymes.

Homework:

- Letter formation and sound revision books.
- Group reading book and Tricky Words.
- Numeracy homework and Phonic activities.
- Practical homeworks relating to topic.

Home Learning Ideas:

- Reinforce pencil grip.
- Scissor activities.

- Encourage independent writing at home.
- And of course, counting, singing and reading lots of stories!

Numeracy and Mathematics:

- Counting to 20, starting from different numbers, forwards, backwards.
- Explore ordinal number, for example: first, second, third.
- Shape: classify and know the properties of circles, triangles, rectangles and squares.
- Mathematical terms – more / less, biggest / smallest.
- Compare objects of different capacities – which bucket holds the most / least sand and which is the heaviest / lightest.
- Consolidation of the numbers 1-10 and their corresponding number words.
- Addition: adding 1 to numbers within 10. For example: 5+1=6. Extending to adding on 2 – answer remaining within 10.
- Data handling: pictograms.
- Buying things from our Beach Shop using 1p, 2p, 5p, 10p.

The World Around Us:

May/June - 'BEACH'

☺ how the seaside compares with the past

☺ how to care for the beach

☺ seaside habitats

☺ how sea creatures move

☺ items needed for a holiday

☺ classify animals found at the beach

BALLYCLARE PRIMARY SCHOOL

USEFUL INFORMATION

(A) If you have a concern about anything in school, please follow these procedures:

(i) Speak to your child's class teacher.

(ii) Acting Vice-Principal - Mr McAuley

(iii) Speak to Principal - Mrs Mulligan

(B) Should your concern not be resolved then:
You may have a concern that should involve the Board of Governors of the school. Please put this in writing to the Secretary of the Board of Governors. This will be discussed at the next meeting with the chairman and a response made by him concerning the issue. Dr. J. H. MacConnell (Chairman).

(C) If you have a concern about a Child Protection matter in or out of school please contact:

(i) Mrs Mulligan - Designated Teacher for Child Protection.

or

(ii) Mr McAuley - Deputy Designated Teacher.

The Designated Teachers will ensure the matter is completely investigated with support from NEELB and the appropriate outside agencies.

* If you ever suspect your child is being bullied at school – please contact the class teacher or Mrs Mulligan immediately.

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BALLYCLARE PRIMARY SCHOOL
UNIFORM CODE

FOUNDATION STAGE P1-2

White polo shirt
Red school sweat shirt
Grey trousers for boys
Grey skirts for girls
Black shoes (low heel)
White socks/plain black tights for girls
Grey socks for boys

Summer Alternative
Grey tailored long shorts for boys
Red gingham dress for girls
(red cardigan may be worn with dress)

KSI P3-4

White short or long-sleeved school shirt
School tie – elasticated
Red school sweat shirt
Grey trousers for boys
Grey skirt for girls
Black shoes (low heel)
White socks/plain black tights for girls
Grey socks for boys

Summer Alternative
Grey tailored long shorts for boys
Red gingham dress for girls
(red cardigan may be worn with dress)

- Top button in collar should be fastened so ensure collars are of an appropriate size. No 'slack' knots please on ties.

KSII P5-7

White short or long-sleeved school shirt
School tie – elasticated/self tying
Red school sweat shirt
Grey trousers for boys
Grey skirts for girls
Black shoes (low heel)
White socks/plain black tights for girls
Grey socks for boys

Summer Alternative
Grey tailored long shorts for boys
Red gingham dress for girls
(red cardigan may be worn with dress)

- Top button in collar should be fastened so ensure collars are of an appropriate size. No 'slack' knots please on ties.

PE Uniform is for P4-7 pupils. This consists of a plain white t-shirt/polo shirt, navy or black shorts or tracksuit bottoms and school sweatshirt.

To maintain our school standards and to encourage respect for our school community:

- All pupils are expected to come to school in the appropriate uniform every day.
- No jewellery should be worn. No earrings to be worn by either boys or girls.
- All hair should be tied back from face, if long.
  Boys should have hair no longer than collar length.
  Shaving of heads/designs and hair dye is not welcomed for any pupil.

BALLYCLARE PRIMARY SCHOOL

MEDICAL ISSUES

Please ensure you follow our medical procedures guidelines if your child has a medical condition.

(i) Ensure the school is fully aware of the condition and its implications in school.

(ii) Ensure a yellow medical form is completed for any medication being requested to be administered in school.

(iii) Ensure inhalers etc are provided for the class teacher, should an emergency arise.

Contact Mr McAuley (Head of Pastoral Care) for any further advice.

CARE REQUESTS

It is parental responsibility to ensure the school office/teachers are aware of any changes to collecting arrangements for your child in the afternoon.

Phone calls to change arrangements at the last minute are not welcome unless in an absolute emergency.

Please ensure your child knows who is collecting him/her at the end of the day. This provides comfort and stability for the school day.

BALLYCLARE PRIMARY SCHOOL

ANTI-BULLYING PROCEDURES

As a school, we are very pro-active concerning the issue of bullying. All classes are taught not to engage in such behaviour, but also what to do, should it unfortunately still occur. When an incident is reported, the following will take place:

(i) The class teacher will speak to the bully and the victim involved. Bystanders may also be involved in this discussion. Clear guidance will be given that this type of behaviour should cease immediately. If a child (victim) is distressed at this level – parents will be informed. The parent of the bully will be contacted immediately to ensure the incident is dealt with at home.

(ii) Should this type of incident continue, the class teacher will inform the Head of Stage/Vice Principal/Principal. The bully will be punished in line with our Positive Behaviour Policy and parents will be invited into school for a meeting. No child will be permitted to persistently annoy/upset another child in our school.

The positive ethos encouraged helps to eradicate the need for this type of behaviour but when it occurs, both the victim and the bully get help to ensure it does not continue. A bully often has other issues and these will be investigated to ensure this behaviour pattern stops.