

## World Around Us

Our topic for this term is  
**“High 5—It’s Super Me”**

Within this topic we cover-

- Ourselves
- Our Body
- Feelings
- Our Senses  
(learning about some famous people)
- Healthy Eating

## Home Learning

Written homework– Monday and  
Tuesday.

Spellings and tables– Monday, Tuesday,  
Wednesday, revise all Thursday.  
(beginning 20th September)

Bug Club– Will be updated weekly  
(beginning 27th September)

Shared Reading Books– One a week  
(beginning 4th October)

## Developing Independence

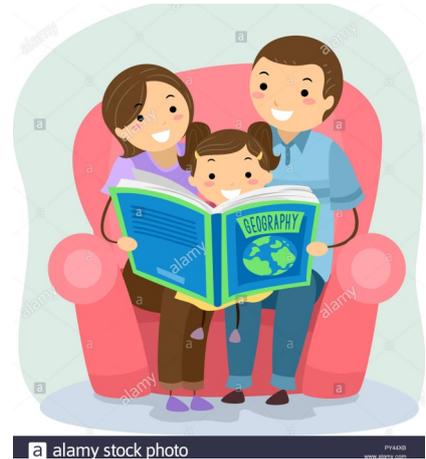
Throughout P3, children are encouraged to  
become more independent and will be able to:

- Enter the classroom unaccompanied.
- Hang up their own coat.
- Sort lunch box/snack/homework folders
- Zip coat independently.
- Deliver any messages, notes, money to the  
teacher.



**A.Doherty**  
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# Lisnagelvin Primary School



## **Newsheet for Parents of Pupils in Primary 3.**

### **Term 1**

**An outline of topics  
covered in Literacy  
and  
Numeracy.  
Term 1**



## Literacy

### Talking and Listening

- Talk about what has happened at school.
- Talk about ourselves.—personal talents and strengths—link with topic on “Super me!”
- Learning about our senses.
- Talk about what we do each day of the week.

### Writing

- Consolidate correct letter formation—lower and uppercase letters.
- Sequence the alphabet—recognise missing letters, etc.
- Understand sentence structure, e.g. capital letter, full stop, etc.
- Sequence and write the days of the week.
- Use full stops and capital letters with independence.

### Reading

- Spend time reading with your child on a daily basis.
- Read a range of fiction (story) and non-fiction (factual) books.
- Browse and enjoy books as a “reader” - front cover details (title/author/illustrator), blurb, concepts of print (speech bubbles/marks, question marks, etc.)
- Predict what the book may be about before beginning to read.
- Talk about what has happened in the book and how characters were feeling, during and after reading.

### Phonics and Spelling

- Consolidate phonics learned in Foundation Stage and progress onto diagraphs.
- Recognise the repeating pattern in CVC, CVCC and CCVC words.
- Understand the meaning of all spellings.
- Have a go at sounding out words to spell (very important to help develop independent writing skills).
- Clap out the syllables in different words or names.

### Handwriting

- Demonstrate skills of a writer—sitting properly, supporting page/book with non-writing hand, write correctly and neatly, remembering finger spaces between words.- Focus on where letters are placed on the line. Notice the difference in the size of letters.

## Numeracy



### Addition and Subtraction

- Practise mentally adding/subtracting to 10 and 20.
- Explore addition/ subtraction patterns from 5 to 20. e.g.  $3 + \_ = 10$  and  $7 + \_ = 10$   $10 - 7 =$   $10 - 3 =$
- Understand how numbers are represented in tens and units, e.g. 1 ten and 4 units = 14.
- Add any digit to 10, e.g.  $10 + 3$ ,  $5 + 10$ .
- Use language of addition—plus, add, and, more than, altogether, and total.
- Use language of subtraction—take away, take, minus, subtract, less than, and find the difference.
- Count forwards and backwards in ones, twos, fives and tens e.g. 1, 2, 3, 4,.....and 2, 4, 6, 8.
- Recognise odd and even numbers.
- Find numbers before, after and between.
- Understand and use ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and last.

### Money

- Recognise coins to 50p.
- Play shopping games with coins up to 20p/50p.
- Count money from your purse/pocket.
- Pay for small items in a shop.
- Show different ways of making the same amount with different coins.

### Measures

- Talk about the length/height of different objects.
- Use the words long/short, longer/shorter, the same length as, and tall/taller/ tallest.
- Discuss the weight of different objects using language such as heavier and lighter.

### Data Handling

- Read simple graphs, e.g. tally charts, pictograms.
- Sorting using Venn diagrams.

**Pupils will be encouraged to demonstrate their UNDERSTANDING of concepts highlighted above through discussion/questioning.**