



St Teresa's Primary School Lurgan

Curriculum Overview 2020 – 2021

**Primary 2
Mrs Fairfield**

Religious Education

<p>Grow in Love</p> <ul style="list-style-type: none"> • Together again • Our world • We belong • Advent and Christmas • Baptism • Class assembly and Christmas Play 	<p>The Holy Family</p> <p>Jesus</p> <p>Saint Brigid</p> <p>Spring</p> <p>Easter</p> <p>Class Assembly</p>	<p>The Church</p> <p>Grow in love</p> <p>Class Assembly</p>
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Language and Literacy

Phonics/Spelling	Talking & Listening	Reading	Writing
<p>Children will:</p> <ul style="list-style-type: none"> • Revise initial sounds • Identify syllables, generate rhymes • Segment (for spelling) blend (for reading) and manipulate sounds in CVC words (consonant, vowel, consonant) e.g. cat • Cvc and ccvc words • Double consonants ll ss zz • Segment and blend sounds in words containing sounds from Extended Code e.g. spellings for the sound 'ae'-ai, ay, ea and a-e • lgh,i-e,y • Oa,oe,ow,oo 	<p>Children will:</p> <ul style="list-style-type: none"> • Listen to a wide range of stories, poems, songs and music • Follow instructions accurately • Retell stories etc in sequence using some formal features of story language e.g. character • Speak clearly and audibly • Take turns within paired or group situations • Listen to their peers • Ask/answer different types of questions • Use different voices for characters when reading aloud 	<p>Children will:</p> <ul style="list-style-type: none"> • Understand & use language associated with books e.g. cover, spine, title, author, illustrator, blurb • Listen to a range of stories, poems & non-fiction texts • Read a range of texts • Sequence stories in reasonable detail using appropriate language • Understand that words are made up of sounds & syllables & that sounds are represented by letters • Distinguish between fiction & non-fiction texts & the different purposes for reading them • Use a range of reading cues with increasing independence and begin to self-correct – use phonological knowledge, contextual, grammatical & pictorial information to read unfamiliar words • Read on sight high frequency words • Begin to read with expression in response to print variations and punctuation e.g. sounding surprised, stopping at full stop 	<p>Children will:</p> <ul style="list-style-type: none"> • Understand writing is a means of communication & can be used for different purposes e.g. writing a message on a card • Observe teacher modelling specific writing strategies • Use ICT to present and communicate their ideas • Begin to problem solve how to write using sound/letter correspondence • Begin to use capital letters and full stops • Show increased control over formation of lower case/capital letters/size & spacing

Mathematics and Numeracy

Processes	Number	Measures	Shape and Space	Handling Data
<ul style="list-style-type: none"> • Begin to know and use appropriate materials and equipment • Begin to look for ways to overcome problems • Gain greater confidence in using mathematical language • Understand and use mathematical symbols 	<ul style="list-style-type: none"> • Understand and use numbers within 50 • Add within 20 • Subtract within 20 • Know the number before/between/after within 20 • Count forwards/backwards within 20 • Count in 2's forwards/backwards within 20 • Count in 5's forwards/backwards within 50 • Recognise and name 1p, 2p, 5p and 10p coins • Copy and make simple repeating patterns • Copy and complete more difficult repeating patterns 	<ul style="list-style-type: none"> • Compare 3 objects for weight & use terms – 'heaviest'/'lightest'/'neither the lightest or the heaviest' • Estimate the weight of specific objects using non-standard units e.g. the cup weighs 13 unifix cubes • According to weight order objects • Sequence four or more events in the correct order • Recognise special times on clock face • Know o'clock • Compare 3 objects for length & use the terms 'longest'/'shortest'/'neither the shortest or the longest' • Estimate the lengths of specific objects in relation to non-standard units • Order objects according to length • Estimate how many of a particular object will cover a specific space (introduction to area) • Compare 3 containers and indicate which holds least/most 	<ul style="list-style-type: none"> • Make a repeating pattern using two or three shapes • Name the four basic 2D shapes – square, circle, triangle & rectangle • Investigate and talk about the properties of 2D shapes • Name the five basic 3D shapes – cone, cube, cylinder, cuboid & sphere • Investigate and talk about the properties of 3D shapes • Compare two 3D shapes & indicate how they are similar/different • Follow spatial directions in PE • Use Bee Bot to go from one place to another, moving forwards/backwards • Understand and use a range of positional words – behind, beside, across and between 	<ul style="list-style-type: none"> • Represent the objects they have sorted on a Carroll Diagram, a Tree Diagram & a Venn Diagram • Explain how they have sorted objects • Justify why a particular object should be placed in a specific part of the sorting diagram • Collect and enter information on a computer program – e.g. 'Pick a Picture' • Make two observations about a graph to show that they can interpret correctly – e.g. 8 children chose orange as their favourite colour

The Arts

Music	Drama	Art and Design
<ul style="list-style-type: none"> • Explore vocal/body sounds • Explore methods of making sounds • Use the music corner to explore and create sounds • Make sounds represented by pictures, e.g. hand = clap • Explore long/short sounds on classroom instruments • Create a sequence of long/short sounds • Learn the words & tunes of songs for Christmas Play • Identify the beat in different pieces of music and join in at faster/slower speeds • Perform rhythms to a given beat • Recall & perform rhythm patterns to a steady beat 	<ul style="list-style-type: none"> • Role play Areas set up for topic themed activities • Assume roles for the Christmas Play 	<ul style="list-style-type: none"> • Produce various pieces of art work related to topics • Experiment with lines, shapes, textures & patterns • Experiment with & create artwork using – paint, graphite pencils, charcoal, clay, pastels, ink, junk material etc • Appreciate their own artwork & the artwork of their peers • Learn from their peers’ artwork

The World Around Us

Possible Topics Safe and Sound Castles Celebrations	Arctic The Farm Shopping	Transport
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Personal Development and Mutual Understanding

- Express a sense of self awareness
- Recognise the need for rules
- Show some self-control
- Learn to turn take ,share and have negotiation skills when working with others
- Show a positive attitude to learning
- Adopt healthy and hygienic routines and understand how to keep safe
- Show independence and know how to seek help
- Recognise similarities and differences in families and the wider community

ICT

Children will have the opportunity to develop their ICT skills through use of I pads, laptops and various programs.

Physical Education

Athletics	Dance	Games	Gymnastics
Children will learn, understand and develop the core skills of: - <ul style="list-style-type: none"> • Running • Jumping • Throwing 	<ul style="list-style-type: none"> • Children will respond to a variety of stimuli • They will use body movements to communicate ideas and express feelings 	<ul style="list-style-type: none"> • Children will develop games skills through a range of activities and using a variety of equipment 	<ul style="list-style-type: none"> • Children will explore, create, practise and improve body management skills: - • Jumping • Climbing • Rolling • Balancing etc