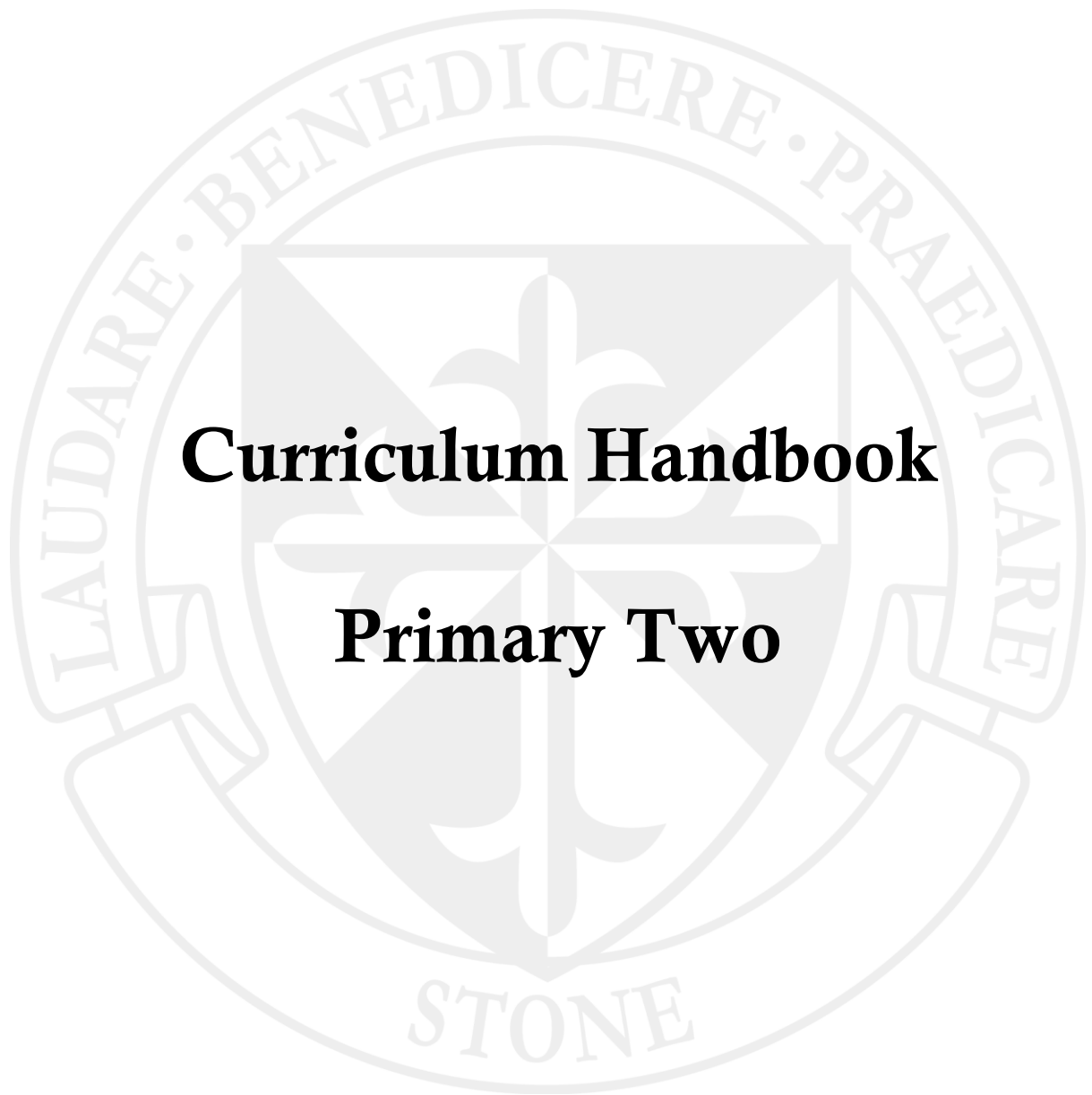


ST. DOMINIC'S PRIORY SCHOOL

Curriculum Handbook

Primary Two



PRIMARY TWO CURRICULUM OVERVIEW

The following course statements are to provide you with an overview of the academic year in Primary Two. This will enable you to support and help your child in ways appropriate to you. We hope you find this information useful.

Primary Two is the final year of Key Stage One. Work previously covered in Primary One is extended and consolidated and the children become able to work independently for sustained periods of time.

The children are assessed regularly by their teachers and progress is reported at Parent's Evening and in written reports.

We follow the National Literacy and Numeracy Strategies. The work is adapted to suit different levels within the class. At this age there is still plenty of practical activity to reinforce learning. The Science curriculum in Primary Two is based around units of work which span a half a term each. These include topics such as Forces and Electricity, Healthy Eating and Grouping and Changing Materials in Science. In Humanities we learn about what life was like in the past and how people live in other places in the world today.

In Primary Two we aim for learning to be fun and to build on what the children can do. Your child will be involved in a number of events throughout the year to promote this positive attitude to learning.

Homework is set on a Friday and includes weekly spellings and literacy and numeracy worksheets. A spelling test will take place each Friday. Please take time to read with your child every night and add a comment or sign their Home/School Communication Book when you have done this.

The children are regularly rewarded with 'good work and behaviour' House Points and stickers in class and are of course, given plenty of verbal praise.

If you have any resources or expertise linked to the subjects below why not contact the school and offer your services? If there are areas you wish to explore further, please feel free to contact me. Thank you.

**Mrs J Talbot
Form Teacher**

PRIMARY 2

ART AND DESIGN TECHNOLOGY

The curriculum area of Art & Design Technology will be taught in three one hour periods per fortnight. The main areas of focus are investigating and making, and developing knowledge and understanding.

Skills:-

- To work individually and in groups
- To explore a variety of skills and techniques using a range of media
- Use materials, tools and techniques
- Be aware of health and safety
- Use secondary sources
- Use ICT to research and record work

Themes:-

To link with our studies across the curriculum, work will come under the umbrella of three main topics: 'Fire' in the Autumn Term, 'The Potteries' in the Spring Term and 'Global Gardens' in the Summer Term.

ICT links: Websites on the Internet and use of the Interactive Whiteboard.

Parental support:-

- To practise cutting, measuring and sewing skills
- To encourage the collection of patterns and designs that are aesthetically pleasing
- To visit museums and art galleries to develop interests further

PRIMARY 2

DANCE

1 hour lesson per fortnight

The focus of the dance curriculum is on developing the students' ability to compose, perform and appreciate dance as well as to further their knowledge and understanding of health and fitness.

During the course of the year students will learn new skills in a variety of dance styles such as: musical theatre, Chinese dance and Ballet dance. Within these styles, students will learn new terminology and technique to help them with their understanding of how dance is performed. They will develop their knowledge further by learning about the history and origins of the styles and their importance within certain cultures.

Students will explore techniques and devices within choreography. A set theme or stimulus will be provided and students will work in pairs or small groups to produce short movement phrases, which will be developed in a variety of ways.

At the end of each term students will present their work, where they will be assessed either on their performance, choreography or appreciation skills. Students continually learn new skills in appreciation, when they have the chance to observe and give feedback to other pairs and groups in their class. The use of ICT in dance helps students to evaluate their own and others dance work in order for them to improve and achieve individual targets set for them.

Students are provided with extra curricular activities, workshops and performance opportunities throughout the year where they can develop their technique and skills further in various styles of dance, these include:

- Holiday workshops
- Christmas Concert
- Junior Dance Curriculum Performance

PRIMARY 2

DRAMA

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part

However, as well as drama that takes place within English lessons, the school also recognises the value of drama and adds weight to it by having a place of its own on the timetable, once a fortnight. In these lessons teachers use a range of strategies that engage the students' creativity and imagination. Using creative and imaginative role play situations, students explore their own and others' feelings about a range of cultural and human issues, but also about narratives and characters they know. They will learn about and how to employ the strategies of hot seating, tableau, freeze frame, slow motion, blocking, thought tracking and conscience alley.

Students will be exploring voice, movement, gesture and facial expression, and learn how to make meaning clear for themselves, and for an audience – such as their peers – as well.

During their lessons students will also learn to

This will include:

- Improvising in groups.
- Make up scripts based on fairy tales or other well known narratives.
- Learning how to use props and costumes to explore characterisation.
- Learning to develop thinking skills by exploring characterisation.
- Learning to explore characterisation by using costumes, masks and puppets.
- Learning to adopt, develop and sustain a role.
- Learning to develop movements using arms and legs.
- Learning to devise a sequence of movements.
- Learning to work in pairs to develop an understanding of movement.
- Learning to devise and participate in a group movement activity.
- Teaching their routine to a partner.
- Working together as a group to devise a movement sequence.
- Evaluating how well they have done and how they can improve.

Drama has cross curricular links with Literacy, RE, Geography, History and PSHE

PRIMARY 2

FRENCH

Two one hour lessons per fortnight

La Jolie Ronde course

Salut Céline et Antoine (for 7-8 year olds)

With this course oral and aural skills are still given priority, but their workbook now encourages them to begin reading and writing in French.

Pupils learn through listening and repeating, songs, games, rhymes, stories, role plays and reading short phrases and stories.

The aims are:

To develop their ability to listen attentively

To develop their confidence in speaking French

To develop their concentration skills

To develop social and communication skills

To enjoy language learning

To use French creatively and to promote independence

To begin to understand written French and to write simple phrases.

Throughout the year they will learn to use phrases covered by the following topics:

Greetings, the French alphabet, parts of the body, transport, house, animals, food, numbers, weather and colours.

You can help by encouraging your child to practise what they have learnt at school, especially rhymes and songs. Talk to your child about France and encourage them to take an interest in French culture.

PRIMARY 2

HUMANITIES - GEOGRAPHY/HISTORY

Four lessons per fortnight

During Key Stage 1 pupils learn about significant people, events and places from both the recent and more distant past. The subject will encourage the development of geographical and historical skills, vocabulary, knowledge and understanding about people places and environments.

They will learn about changes and continuity in their own local area, in Britain and in other parts of the world through a series of in-depth, historical and geographical investigations. The children will use different sources of information to help them investigate the world around them and the past both in depth and in overview. They will be using dates and historical/geographical vocabulary to describe events, people, places and developments.

Skills will include:

- Observing, questioning, collecting and recording evidence
- Using geographical and historical vocabulary
- Using atlases to develop map-reading skills
- Read and make maps & plans
- Use ICT to research and record work, resources on the Interactive whiteboard and the Internet

They will also learn that the past can be represented and interpreted in different ways. This could include pictures, plays, films, reconstructions, visits, videos/DVD, museum displays, fictional and non-fictional account.

Fire

Great Fire of London
Samuel Pepys Diary
Fireworks and Safety
Guy Fawkes and the Gunpowder Plot
St. Pauls Cathedral – old and new

The Potteries

Look at where we live in the World
Continents and Oceans
How people lived in the past- in our area
Local study – look at schools address and our own addresses
Collect, observe record and explore locality
Study local pottery companies
Case study on Wedgwood and their history

Global Gardens

How do every day items grow?

Visit a local garden- make and display garden plans- compare

Deep in a Rainforest – research the rain forest. Locate on map/globe

Look at the History of Plant Hunters

History of Trentham Gardens and the Trentham Estate

Look at Ecosystems and Habitats

PRIMARY 2

COMPUTING

Pupils will focus on extending their skills in Microsoft Word and using the Internet for both research and communications in school this year. They will be reminded on how to behave when using the ICT facilities, in order to ensure their own health and safety and that of those around them. They will have basic instruction on how to file their work in an organised way using the software, a very important skill and they will build up a file of work during the year in line with the items below.

We believe that sound basic ICT skills are essential in the world of work today and good practice should start as young as possible. The ICT lessons are aimed to accomplish this by enabling pupils to use industry standard software packages in an effective way. The pupils will also have the opportunity to apply their knowledge and skills in other areas of the curriculum throughout the academic year.

Autumn Term

Health and Safety in the ICT Rooms

Using an increasing range of functions in Microsoft Word and Powerpoint

Spring Term

Introduction to the Internet

Using and managing the Internet for research purposes

Summer Term

Project demonstrating the word processing and presentation skills of pupils

Programming Turtle Logo and Scratch

Parental support:-

- To encourage your child to follow simple but precise instructions
- To encourage your child to use the computer or programmable toys at home
- To encourage your child to develop early keyboard skills and mouse control
- To encourage your child to be aware of the Technological World we live in

PRIMARY 2

LITERACY

In Literacy lessons, a variety of teaching and learning styles are used. The principal aim is to develop your child's knowledge, skills, and understanding in English. This is done through a daily lesson that has a high proportion of whole class and individual teaching. There is also a daily session dedicated to the teaching of phonics linked to spellings.

The children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, word games and phonic materials to support their learning.

Wherever possible we encourage children to use and apply their learning in Literacy to other areas of the curriculum.

ICT is a major contributor to the teaching of English. Through the development of keyboard skills, and the use of computers, the children will learn how to edit and revise text. They learn how to improve the presentation of their work, by using desk-top publishing software.

The range of work covered in Language and Literacy is as follows:

TERM 1

Range

Fiction and poetry: Stories and a variety of poems with familiar settings.

Non-Fiction: Writing instructions.

Handwriting

Phonics, spelling and vocabulary

Grammar and punctuation

Reading comprehension

Writing composition

TERM 2

Range

Fiction and poetry: Traditional stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.

Non-Fiction: dictionaries, glossaries, indexes and other alphabetically ordered texts, reading and understanding explanations.

Handwriting

Phonics, spelling and vocabulary

Grammar and punctuation

Reading comprehension. Writing composition

TERM 3

Range

Fiction and Poetry: Extended stories; stories by significant children's authors; different stories by the same author; texts with language play.

Non-Fiction: Information books including non-chronological reports.

Handwriting

Phonics, spelling and vocabulary

Grammar and punctuation

Reading comprehension

Writing composition

Parental support:-

- Read every day with your child
- Ask them to talk about the story or retell it. This will develop comprehension skills
- Encourage informal free writing at any opportunity

PRIMARY 2

MUSIC

Pupils understanding and enjoyment of music is developed through activities that bring together Performing, Composing, Listening and Appreciation.

- Pupils perform solo, in small groups and as a whole class.
- Pupils will improvise and begin composing in small groups.
- Pupils will listen to a variety of music and discuss what they are listening to and how they respond to it.

Syllabus

Singing. Pupils will sing a range of songs, which include action songs, echo songs, chants and songs for different occasions. Work is done on singing in tune, breathing, posture, articulation, memory and aural perception. All these skills are continued throughout the school.

Recorders. Recorders are introduced in Primary 2. Notes are learned, reading of music and time values is begun, and practise is encouraged. Pupils will play many pieces of different rhythms and styles.

Instruments. Pupils will use the percussion instruments to play in parts, learn time values, play together as a group, improvise and compose work. Solo work is voluntary but encouraged.

Movement. Pupils listen and move to many styles of music, they improvise short patterns, working in small groups.

Performance. Pupils from Primary 2 have opportunities to perform both formally and informally. The formal occasions are religious celebrations, e.g. Harvest, Christmas, Easter, assemblies and end of term concerts. Informal sessions take place during music lessons, when children perform to each other, in small groups or perform solo work.

Pupils are expected to provide their own recorder, clearly named. There are some recorders which are always sterilised and are available for those who, for one reason or another, do not have their own in school. The Prep Department has a wide range of percussion instruments. We also use CD's, DVD's videos and recording equipment.

Music is a subject where pupils can feel a sense of achievement. They can provide enjoyment for themselves and others. It is both relaxing and stimulating. It develops reading skills, listening skills, recognition of patterns, co-ordination, interpretation and knowledge, memory and aural perception, teamwork and independence, as well as life long enjoyment. Music in Primary 2 caters for all kinds of levels of ability.

How parents can help:

Do take an interest in the subject. Help with any homework that is given, e.g. learning songs, time values and recorder notes. Please communicate with the Prep Department over any queries or concerns.

PRIMARY 2

NUMERACY

The approach to teaching Maths in Primary Two is as follows:

- Daily numeracy lesson.
- Interactive oral work with whole class
- Emphasis on mental calculation

Many ICT activities build upon the mathematical skills of the children. They use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically.

The yearly teaching programme is taught through strands which encompass the following concepts:

- Count, read, write and order whole numbers to at least 100 and then 1000 know what each digit represents (including 0 as a place holder).
- Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number).
- Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa.
- Know by heart all addition and subtraction facts for each number to at least 10 and then 20.
- Use knowledge that addition can be done in any order to do mental calculations more efficiently.
- Understand the operation of multiplication as repeated addition.
- Know and use halving as the inverse of doubling.
- Know by heart facts for the 2, 5 and 10 multiplication tables.
- Estimate, measure and compare lengths, masses and capacities, using standard units, suggest suitable units and equipment for such measures.
- Learn how to tell the time.
- Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.
- Use the mathematical names for common 2-D and 3-D shapes, sort shapes and describe some of their features.
- Use mathematical vocabulary to describe position, direction and movement.
- Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved.
- Understand simple fractions

Parental support:-

- Daily counting activities and games to be shared at home e.g. snakes and ladders
- To play shopping games-using a variety of coins

- To encourage the learning of times tables, spending ten minutes each day on this activity.
- To encourage 'mental arithmetic' i.e. working out sums in the head.
- To encourage the use of mathematical language.
- To complete any homework and return to school

PRIMARY 2

PHYSICAL EDUCATION

GAMES

- Consolidation and refinement of the skills of sending, receiving and travelling with a ball
- Continued development of accuracy in aiming with hands, feet and an implement
- Some basic attacking and defending strategies within games
- Some understanding and experience of the structure of a game through games-making
- Using skill challenges as individuals, pairs or small groups, to focus on the accuracy of the sending action (aiming)
- Expanding the use of a target which may be stationary or moving
- Continue to work on technique of action
- Using activities which encourage anticipation of movement of an object
- Work on alertness within the activity, a position of readiness with the body and an ability to get off the mark quickly
- Introducing simple games-making within a structure e.g. pupils making a net and making up a game for two with a set range of equipment, and deciding on a scoring system and rules. Focusing on the ability to listen to the ideas of others, adapting their own ideas if necessary, and on ability to make simple judgements about games of their own and others'
- Introducing simple hitting, fielding and stopping games, focusing on pupils working out where they want to hit the ball and achieving that accuracy, and on the fielders anticipating where the ball may be hit and being in a position to stop and return it
- To increase the demand for accuracy in sending skills through aiming games and challenges
- To improve receiving skills through good footwork, body positioning and anticipation
- To have an awareness of the changes that occur to the body during exercise
- To give opportunities for pupils to work both competitively and cooperatively
- To further develop rope skipping
- To build on fundamental movement patterns and motor skills
- To further develop throwing and catching skills using a range of apparatus
- Take part in running and avoiding games to encourage mobility and awareness of space and others
- To work alone and with a partner to pass, receive and strike in a variety of ways with a range of apparatus

ATHLETICS

To develop and refine the skills of running, jumping and throwing

Running

Short distances
Flat/low hurdling
Shuttles
Relay

Jumping

Standing jumps
Co-ordinated jumps using variations

Throwing: for accuracy

Large target
Small target
Throwing close to the target

Throwing: for distance

One-handed, underarm, overarm
Two handed, overhead
To develop measuring and timing skills

GYMNASTICS

To consolidate and refine skills of travelling, balancing and rolling.
To perform basic gymnastic actions.
Work on movements being performed in different directions, levels and speeds.
Turning, spinning, twisting.

PRIMARY 2

PSHEE – PERSONAL, SOCIAL, HEALTH ECONOMIC EDUCATION

Half an hour session a week

We follow the PSHE Association guidelines and focuses. These are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the wider world

The resource has been designed to develop children's social and emotional skills.

In Primary Two we focus on the key questions listed below

Autumn 1st Half Term – What do we like about our school?
How can I keep my family safe?

Autumn 2nd Half Term – What should I do if I fall out with my friend?

Spring 1st Half Term – What hurts our feelings?

Spring 2nd Half Term – What makes me 'Me'?

Summer 1st Half Term – How does change make me feel?

What if money grew on trees?

Summer 2nd Half Term – What do we want our world to be like?

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

PRIMARY 2

RELIGIOUS EDUCATION

In RE lessons the children will be encouraged to pray and develop an understanding of the meaning of prayer. The children will listen to stories from the Bible. They will be encouraged to understand and follow the ethos of St Dominic's Priory school.

Skills:-

- To understand that prayer is a special way of spending time with God.
- To develop an understanding of the Church and that we are part of God's family.
- To listen to and retell stories from the Bible.
- To develop an understanding of the Mass.

The use of ICT equipment, the Internet and related Websites will be encouraged to promote learning in this curriculum area.

Topics to be covered:-

- Creation
- Families and Celebrations
- Prayer
- Advent
- Christmas
- Jesus: Teacher and Healer
- Forgiveness
- Lent
- Holy Week
- Easter
- Pentecost
- Sharing Jesus' Life
- Following Jesus Today

Parental support:-

- To encourage the saying of prayers
- To read and discuss stories from the bible
- To visit Church or other places of worship
- To encourage an appreciation and respect of each others faith and beliefs

PRIMARY 2

SCIENCE

In Science, the children will learn to experiment and investigate when studying a variety of topics.

The areas of study are:

- Life Processes
- Habitats
- Healthy Living
- Growing and Changing
- Materials
- Helping Plants to Grow

A variety of teaching and learning styles are used in science lessons. The principal aim is to develop your child's knowledge, skills, and understanding.

This may be done through whole-class teaching or by engaging the children in an enquiry-based research activity.

The children are encouraged to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as graphs, pictures, and photographs.

Wherever possible, the pupils are involved in 'real' scientific activities, for example, carrying out a practical experiment and analysing the results.

ICT is used in science lessons to enhance learning.

Parental support:-

- To encourage the discussion of topics as work progresses
- To encourage further reading of non-fiction books
- To research the topics on children's science websites e.g. BBC sites
- To visit scientific museums and places of interest