

St. Mary's on the Hill

Curriculum Booklet



Primary 2

2024 - 2025

OUR SCHOOL RULES

OUR WORK RULES:

- We always try our best
- We are good listeners
- We are ready to learn
- We work well with others
- We ask for help when we need it

OUR BEHAVIOUR RULES:

- We respect and care for each other
- We respect and care for our school
- We show good manners
- We play safely and fairly

OUR MOVEMENT RULES:

- We line up quietly
- We walk safely in and around our school
- We enter classrooms politely

We would ask for your cooperation in reminding your child of the school rules so that we can ensure that every child is safe and happy. For further details, please refer to the Positive Behaviour Policy available on the school website

Religious Education

- Primary Two - Grow in Love
- Parental involvement encouraged especially via Grow in Love homework
- Charity fundraising

Thinking Skills and Personal Capabilities

Thinking Skills and Personal Capabilities have been divided into five strands:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working with Others
- Self-Management

These skills underpin the curriculum, along with the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT.

The curriculum emphasises the development of pupils' skills and capabilities for lifelong learning and participating in society. By engaging pupils in active learning contexts across all areas of the curriculum, we can develop pupils':

- personal and interpersonal skills
- capabilities and dispositions and
- ability to think both creatively and critically

In Primary Two, Play Based Learning provides a medium through which the pupils will have opportunities to develop these skills in a practical way. The children's development of these skills is observed by the teacher as the children play.

Mathematics and Numeracy

Number

- count in the context of number rhymes, jingles and stories
- count a variety of objects by developing an understanding of one-to-one correspondence
- make sets for a given number
- match numerals to sets
- understand in counting activities that 'none' is represented by zero
- explore ordinal number
- explore the number that comes after, before, between a number
- carry out simple mental calculations, for example, 1 more than/less than
- count forwards and backwards from different starting points
- recognise, without counting, quantities within
- explore numbers relevant to their everyday lives, for example, their age or house number
- extend activities to include counting in 2s, 5s and 10s
- extend, when appropriate, understanding of number beyond 10

Money

- use money in various contexts, for example, playing shop
- talk about things that they want to spend money on
- understand the need to pay for goods and the ways we can do this e.g. cash or card
- become familiar with coins in everyday use

Measures

- compare and order objects of different length/weight/capacity/area
- understand and use the language of comparison, for example, longer/shorter
- order objects of different length, weight, capacity and area
- talk about significant times, for example, lunch time
- explore time patterns, for example, morning, afternoon, evening and days of the week
- begin to recognise o'clock and half past times

Shape and Space

- explore and talk about shapes in the environment
- build and make models with 3D shapes
- create pictures and patterns with 2D shapes
- investigate the properties of shapes, for example, those that roll/don't roll
- describe and name some common 3D and 2D shapes
- explore movement through space during indoor and outdoor play activities
- explore movement using programmable devices, for example, EaRL Coding Robot

Sorting

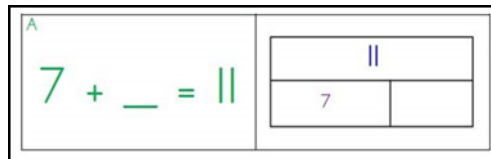
- sort a range of materials for a variety of properties, for example, size and colour, and respond to questions about the arrangements
- sort and resort for one and two criteria and talk about their work
- partition sets of objects into subsets in preparation for exploring components of number

Patterns and Relationships

- investigate and talk about patterns in the environment
- copy and continue a simple pattern
- understand the concept of addition by combining sets to find ‘how many altogether’
- compare sets by counting, to understand the terms ‘more than’, ‘less than’, ‘the same’

Problem Solving

- An important part of Numeracy is equipping children with the strategies they need to solve problems
- We are looking at a number of approaches including **bar modelling**.



- Using the bar modelling method, the children draw rectangles to represent objects.

Useful websites:

<https://www.topmarks.co.uk/>,

<http://www.primaryhomeworkhelp.co.uk/maths/index.html>,

<https://ictgames.com/> , <https://www.bbc.co.uk/bitesize/subjects/zr99cqt>

Language and Literacy

Requirements are;

- Talking and Listening
- Reading
- Writing

Talking and Listening

In a range of contexts, with different audiences and taking account of a variety of purposes,

- Listen attentively and take turns to speak
- Ask questions about others points of view and respond appropriately
- Explain ideas and opinions clearly
- Plan an approach to talking

The pupils will;

- Discuss and review their learning at the end of Play Based Learning sessions
- Assume various dramatic roles
- Take part in class and small group discussions
- Take part in Circle Time
- Participate in Show and Tell
- Ask and answer questions
- Expressing their ideas, thoughts, feelings and opinions

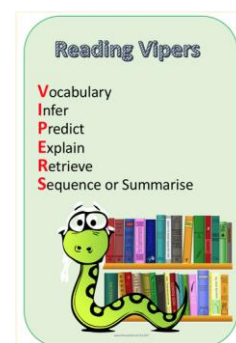
Reading

In a range of contexts, with different audiences and taking account of a variety of purposes,

- Read with increasing independence
- Engage with texts by recalling events, offering opinions and ideas

The pupils will;

- Read a wide range of reading material; Big Cat/Rigby Star/Oxford Reading Tree/ online texts and library books
- Participate in modelled, shared and guided reading activities
- Participate in reading games (word bingo, board games, ICT based reading games, rhyme games)
- Develop strategies to decode unfamiliar words for example, by using picture cues
- Recognise familiar/ high frequency words when reading
- Use their increasing phonological awareness to sound out words when reading
- Identify and use the explicit skills of reading as set out in our VIPERS strategy



Phonics

- Revision of individual sounds (phonemes) Identify letter names as well as sounds
- Identifying the 5 vowels and vowel sounds in words e.g. c _ t progressing to g _ _ t
- Identifying digraphs & vowel digraphs (Two letters that make the one sound) eg. ch, ng, th, oa, ee, oo ai
- Word building CVC, CCVC, CVCC, CVVC words (cat, frog, bump, room)
- Generating rhyme patterns eg. at, an, en
- Dictation – sounding out word
- Blending sounds to read words
- Word lists and tricky words

Writing

In a range of contexts, with different audiences and taking account of a variety of purposes,

- Talk about, plan and edit work
- Structure writing
- Choose form as appropriate
- Observe the teacher modelling specific writing strategies, including directionality, letter formation and basic punctuation
- Use 'Penpals' writing scheme

The pupils will;

- See themselves as 'writers' as they experiment with 'writing' in a range of informal contexts, for example, writing messages or during Play Based Learning.
- Develop more control over letter spacing, sizing and formation by completing handwriting activities
- Talk about what they want to write.
- Use increasing knowledge of phonics to sound out words when writing
- Write CVC, CCVC and tricky words independently
- Write sentences that show an increasing awareness of basic grammar and punctuation
- Write for a variety of audiences and purposes e.g. write a letter, a note, make a card

Useful websites:

www.starfall.com, www.topmarks.co.uk,
<https://home.oxfordowl.co.uk/reading/free-ebooks/>, www.roythezebra.com

Using ICT

Using ICT (Information and Communications Technology) describes the ability to handle and communicate information, solve problems, pose questions and be creative through the use of technology.

The focus on Using ICT means that pupils will have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum. This includes:

- collaborating inside and outside the classroom
- sharing and exchanging work
- exhibiting and showcasing their learning

Pupils will:

- Have opportunity to log on, save and print their work
- Develop control of the mouse by interacting with websites and games
- Begin to develop basic word processing skills
- Access websites and play games on the computers and Interactive Whiteboard
- Program 'EaRL' to carry out a series of instructions
- Use digital technology to record their work
- Have opportunity to discuss and carry out activities on internet safety

Using ICT, along with Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills that form part of the Northern Ireland Curriculum.

The Arts

Music

Pupils' experiences in Music centre around three core areas: composing, performing and listening.

The pupils will;

- Participate in lessons from the 'Music Express' Programme
- Learn songs and hymns from the Religion Programme
- Explore and experiment with instruments and sound using a range of tuned and untuned instruments

Art and Design

Art and Design activities encourage the pupils to:

- respond to the world around them
- respond to their individual feelings and emotions
- develop and use their imagination
- express their ideas, thoughts and feelings
- solve problems
- become more aesthetically aware

The pupils will;

- Complete artwork during Play Based Learning
- Use wide range of art materials and processes
- Appreciate the work of a famous artist
- Complete Seasonal art activities

Drama

Drama enables pupils to express their thoughts, ideas and feelings in a safe environment.

The pupils will;

- Take part in teacher lead activities, including PDMU lessons,
- Assume a variety of roles and dramatic experiences during Play Based Learning

The World Around Us

This Area of Learning comprises the subjects of geography, history and science and technology.

Primary Two topics:

| Term1 | Term2 | Term3 |
|-----------------------|-----------------|-------------|
| 1:1 Day and Night | 2:1 Fairy Tales | 3:1 Growing |
| 1:2 Nocturnal Animals | 2:2 Food | 3:2 Growing |

Personal Development and Mutual Understanding

Personal Development and Mutual Understanding (PD&MU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

The pupils will have the opportunity to:

- Become an ECO Warrior
- Take part in Anti Bullying week
- Attend Fire Safety Talks
- Take part in class Circle Time
- Create and modify our Class Plan for Learning
- Participate in 'Calm Plan' approach
- Participate in Young Enterprise Programme (November)
- Participate in RSE lessons in Term 3

PDMU is a subject in which pupils can reflect on their choices and set themselves targets and challenges. We aim to set up our annual School Council and will continue to foster positive behaviour through our Class Plans for Learning, high expectations and consistent use of our positive behaviour Policy.

Physical Education

Physical Education in the curriculum provides the opportunity for specific attention to be given to the physical development, health and well-being of children.

The pupils will complete activities in;

- Gymnastics
- Dance
- Games
- Fundamental Movement Skills
- Athletics

Assessment for Learning

St. Mary's on the Hill embraces the principles of Assessment for Learning by placing formative assessment at the heart of the learning and teaching cycle. The emphasis is on improvement, raising achievement in pupils' learning and celebrating success. Assessment for Learning has the potential to make a powerful contribution to the central aim of the Northern Ireland curriculum by empowering learners and enabling them to realise their full potential.

Regular ongoing assessment is conducted by the teacher to inform future planning and assist target setting for individuals and groups of children.

The pupils will:

- Use the terms WALT (we are learning to) and WILF (what I'm looking for)
- Use peer assessment
- Share their own targets for improvement with their teacher
- Complete half termly Phonics, Literacy and Numeracy assessments
- Be observed during Play Based Learning
- Use self-assessment and review their own work

Homework

Monday: Reading, Blending book, Spellings and Literacy

Tuesday: Reading, Blending book, Spellings and Maths

Wednesday: Reading, Blending book, Spellings and Grow in Love

Thursday: Reading, Blending book, Spellings and ICT

Homework should take 20 minutes. If your child is finding something difficult please indicate this by sending a message to the class teacher.

Housekeeping

Morning Drop Off

Please drop your child off at their designated gate from 8.45am. They will proceed straight to their classroom.

Children should arrive in school between 8:45-9:00am. Arrival after 9:10am will be marked as late.

Collection Times

Please collect your child from the P1/P2 playground at:

Monday - Thursday: 2.00pm

Friday: 1.45pm

In the interests of health and safety, pupils are not permitted to return to the school building once dismissed.

School Dinners

Please pay for school dinners using the *School Money* system. Orders must be placed by midnight of the previous night. The cost is £2.60 per day. The menu is available on the school website.

Healthy Eating Policy

Thank you for supporting our Healthy Eating Policy. Please continue to send a piece of fruit with water or milk for the break-time snack.

Allergies

Please remember that St. Mary's on the Hill is a NUT FREE ZONE.

Due to severe allergies among some of our pupils, birthday cakes and other sharing treats are not permitted.

Please advise the class teacher of any changes in your child's medical needs.

Medication

Should your child require essential medication during the school day, a consent form (available from the school office) must be completed and left at the school office along with the medication.

Please ensure that medicines in school, such as inhalers or Epi pens are in date.

Medical & Dental Appointments

If your child has an appointment, please contact your child's teacher to let them know. Your child can be collected from the school office where they will be signed out.

Uniform

Full school uniform should be worn, except on PE days, when PE gear should be worn to school.

Our PE gear consists of **plain navy tracksuit bottoms or shorts, a plain white polo shirt** and dark trainers.

The only jewellery permitted is a watch and a small pair of stud earrings.

Simple hair accessories are permitted.

All pupils participating in after-school sports activities must wear our school PE uniform.

Contact Details

Please ensure that your contact details are up-to-date by informing Mrs Mason in the office of any changes to phone numbers, addresses etc. this can be done by e mail or telephone.

Pupil Absence

Please inform the school if your child is absent by phoning or emailing the school office, or by providing a note upon your child's return to school. There is the option to leave a message on the phone system to inform the school of an absence.

Personal Belongings

Please ensure that all items of your child's clothing and belongings are clearly labelled with their name and class.

Please check stationery regularly and replenish as and when needed.

P2: Please continue to use blue book bags in place of larger book bags to save space.

Party Invitations/Cakes

Unfortunately, we are unable to accept birthday cakes and treats as we have several children with severe allergies.

We would ask that party invitations are not distributed in school, as per the school policy, as exclusion from such events can cause offence.

Parent-Teacher Consultations

Parent-Teacher Consultations will take place during the week beginning 25th November 2024. Further details will follow.

Should you wish to contact your child's teacher prior to this, please contact the office by phone or email.

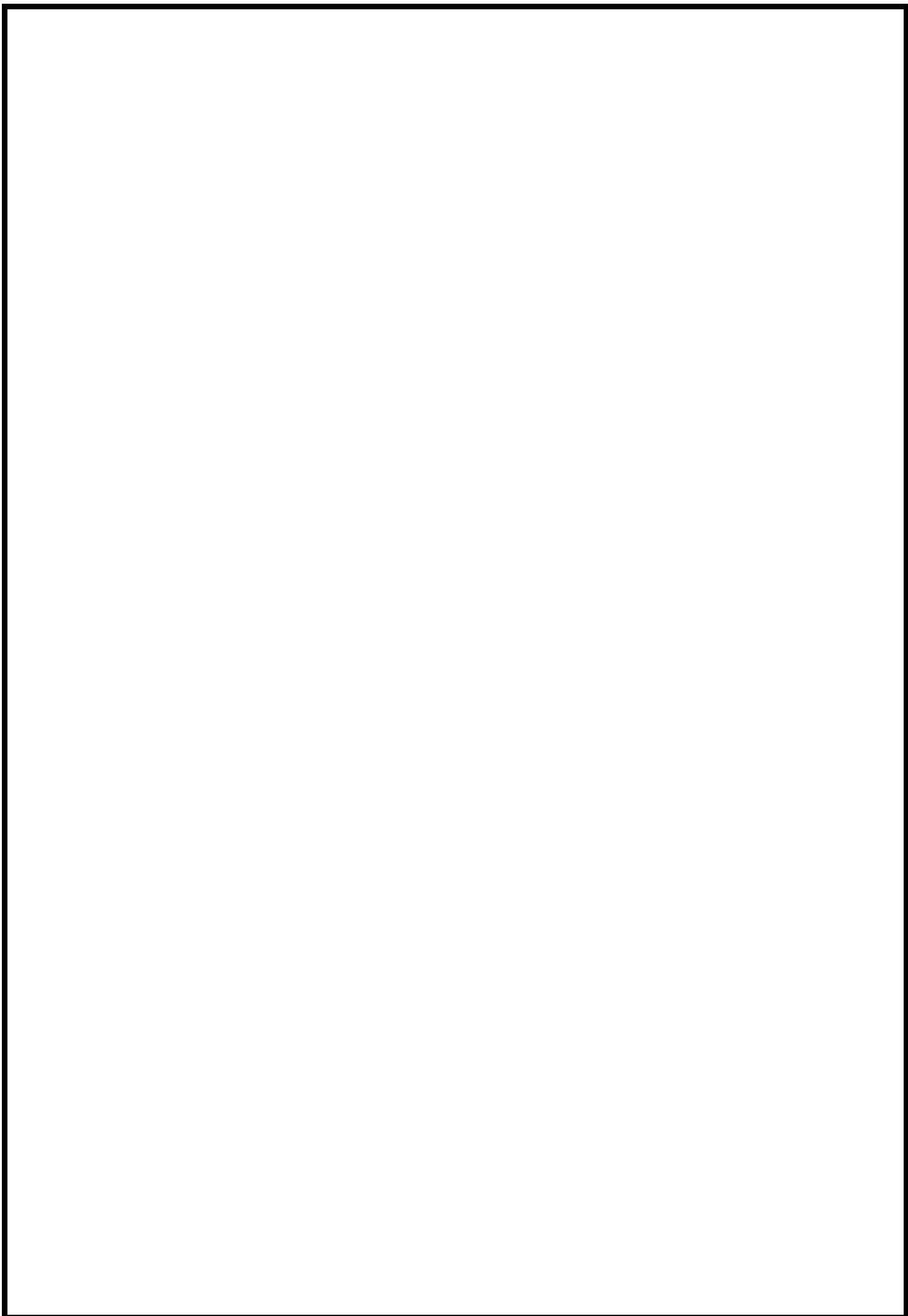
Please keep us informed of changes circumstances which may impact upon your child.

Facebook

We will celebrate and mark events throughout the school year. The school will continue to communicate and update parents via email and text. Facebook will not be used to send messages to parents and we asked that parents do not use Facebook to contact the school.

Click on the link below and please share with anyone you think would be interested or has a connection to our school - <https://www.facebook.com/StMarysOnTheHillPS/>

Keep up to date with school events, policies, holidays and useful links by regularly visiting our website, **stmarysonthehill.co.uk**



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