

Primary 2  
Curriculum Information  
2025

Miss Barbour and Miss Walsh



# General Information

- ✓ Please ensure your child attends school every day unless he/she is sick.
- ✓ If absent, please send a message via Seesaw to explain the absence.
- ✓ Please ensure your child is wearing full school uniform (PE Days – Tuesday and Thursday) and brings a coat.
- ✓ In school we have a healthy break policy. This includes; fruit, vegetables or yogurt. Please ensure your child also has a bottle of water.

# Positive Behaviour

Positive behaviour is promoted in St. Colmcille's.

## Class Rules:

- Be Kind
- Work Hard
- Show Respect

## Class Reward Systems –

- Table Points
- Golden Time
- Bucket Fillers
- Pupil of the Week

# Homework

Homework folders will be sent home every day. Please ensure they are returned to school every day with all the contents, even if homework hasn't been completed.

| Monday  | Tuesday  | Wednesday  | Thursday   |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• Numeracy Booklet</li><li>• Phonics task (To begin 16<sup>th</sup> November)</li></ul> | <ul style="list-style-type: none"><li>• Literacy Booklet</li></ul> | <ul style="list-style-type: none"><li>• Reading Journal Task</li></ul> | <ul style="list-style-type: none"><li>• Grow in Love</li></ul> |
| Please practise reading every night. (To begin Monday 22nd September)   |  |  |  |
| Please practise phonics (spelling list) every night. (To begin Monday 16 <sup>th</sup> November)                              |  |  |  |

# Homework

Additional extension activities will be available weekly on Seesaw.

These activities will reinforce learning within the classroom and homework tasks.

Additional reading books will be available on Rising Stars (please check your child's yellow reading record to see which is their guided reading book)

Additional Numeracy activities will be available on Mathletics in October.

# Reading

Children will receive 2 reading books per week –

1. A physical book which must be brought to school every day and returned on a Friday.
2. An online book available on Rising Stars.

Please ensure your child has an opportunity to read every night, including answering comprehension questions to check their understanding.





## Northern Ireland Curriculum

- Literacy
- Numeracy
- The World Around Us
- I.C.T
- P.D.M.U. – Personal Development and Mutual Understanding
- The Arts - Music, Art and Design and Drama
- P.E.
- Religious Education
- Play

# Literacy

## Talking and Listening

- Speak clearly and audibly with confidence.
- Follow instructions.
- Read, memorise and recite poems, chants and rhymes.
- Take turns at talking and listening in group and paired activities.
- Ask and answer questions.
- Tell their own stories based on personal experiences and imagination.
- Take part in a range of drama activities to support activity or play based learning across the curriculum.



# Literacy

## Reading

- Recognise all initial phonics sounds.
- Blend and segment sounds to read and make CVC, CVCC and CCVC words.
- Recognise and count syllables.
- Recognise and generate rhyming words.
- Understand and know the terms 'story', 'characters', 'setting', 'title' and 'blurb'.
- Distinguish between fiction and non-fiction texts.
- Recognise nouns.



# Literacy

## Writing

- Use a comfortable and efficient pencil grip.
- Form lower and upper case letters using the correct sequence of movements.
- Write with spaces between words.
- Include capital letters and full stops correctly in a sentence.

Children will have the opportunity to explore and write in a range of different genres including:

- Narrative, Report, Recount, Explanation and Instructional.

They will also have opportunities to read, evaluate and write:

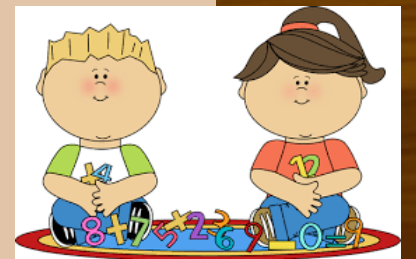
- Newspaper reports, diary entries and letters.

# Numeracy

|                     |   |
|---------------------|---|
| <u>Mental Maths</u> | <ul style="list-style-type: none"><li>• Count backwards and forwards in 1's, 5's and 10's within 50.</li><li>• Count forwards and backwards in 2's within 20.</li><li>• Doubles to <math>5 + 5</math>.</li><li>• Add or subtract 0, 1 or 2 to any number within 20.</li></ul>   |
| <u>Number</u>       | <ul style="list-style-type: none"><li>• Recognise, read, write and order numbers within 50.</li><li>• Know numbers 'before', 'after' and 'between' within 50.</li><li>• Recognise odd and even numbers within 50.</li><li>• Add or subtract any single digit number to or from any number within 20.</li><li>• Demonstrate value of any number within 20 using 'tens and units.'</li><li>• Understand the commutative property of addition (e.g. <math>3 + 2 = 2 + 3</math>)</li><li>• Understand that addition and subtraction are inverse operations.</li><li>• Recognise 1p, 2p, 5p, 10p and 20p coins.</li><li>• Pay amounts within 20p.</li><li>• Calculate change within 10p.</li></ul> |

# Numeracy

|                        |   |
|------------------------|---|
| <u>Measure</u>         | <ul style="list-style-type: none"><li>• Compare the length, weight, capacity and area of up to 3 objects.</li><li>• Measure length, weight, capacity and area using non-standard units.</li><li>• Recognise and make o'clock and half past times using analogue and digital clocks.</li><li>• Know the days of the week and months of the year.</li></ul> |
| <u>Shape and Space</u> | <ul style="list-style-type: none"><li>• Recognise and name 2D shapes – square, rectangle, triangle and circle.</li><li>• Recognise and name 3D shapes – cube, cuboid, sphere, cylinder and cone.</li></ul>  |
| <u>Handling Data</u>   | <ul style="list-style-type: none"><li>• Sort for 1 criterion using Tree, Venn and Carroll diagrams.</li><li>• Interpret and make a pictograph and block graph.</li></ul>  |



# World Around Us

## Topics

- Amazing Animals (Sep/Oct)
- The Toy Shop (Nov / Dec)
- All About People (Jan / Feb)
- Home Sweet Home (Mar / Apr)
- Our World (May / June)

Children will engage in a range of indoor and outdoor activities throughout each of the topics.



# World Around Us

Through the contributory elements of History, Geography and STEAM (Science, Technology, Engineering, Art and Maths), pupils should develop knowledge, understanding and skills in:

|                            |   |
|----------------------------|---|
| <u>Interdependence</u>     | <ul style="list-style-type: none"><li>• Who am I?</li><li>• What am I?</li><li>• Am I the same as everyone else?</li><li>• What else is living?</li><li>• How do living things survive?</li></ul>   |
| <u>Place</u>               | <ul style="list-style-type: none"><li>• Where do I live?</li><li>• How have I changed over time?</li><li>• What is in my world?</li><li>• What is beyond my world?</li><li>• How has this place changed?</li></ul>  |
| <u>Movement and Energy</u> | <ul style="list-style-type: none"><li>• How do things move now and in the past?</li><li>• Why do things move?</li><li>• How do things work?</li><li>• Why do people and animals move?</li><li>• Where do things move?</li><li>• Where do people and animals move to?</li><li>• What sources of energy are in my world?</li><li>• How and why are they used?</li></ul> |
| <u>Change Over Time</u>    | <ul style="list-style-type: none"><li>• How do things change?</li><li>• What kind of changes happen, have happened or might happen?</li><li>• How can we make change happen?</li></ul>  |



# The Arts

## Art and Design

- Use senses to explore real things, developing the capacity for focusing attention to detail
- Use direct experiences, memory and imagination to observe and respond to the world
- Begin to use visual language to describe what has been examined and observed
- Begin to appreciate the visual qualities in the natural and made environment
- Value own and other pupils' work
- Talk about the processes involved in creating own work
- Look at, explore and talk with some confidence about works of art, craft and design
- Explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures
- Begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three dimensional construction).



# The Arts

## Music

- Be aware of and perform a steady beat
- Distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music
- Listen to and repeat simple rhythms
- Make music
- Watch and respond to start/stop signals
- Value own and others' contributions in the team aspect of music making and performing.

## Drama

- Co-operate during role play, negotiate roles, agree rules and act out scenarios
- Express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language
- Adopt and sustain a role.

# RE, PDMU and RSE

|  |   |
|--|---|
| <u>Religion</u>  | <ul style="list-style-type: none"><li>• The Grow In Love programme will be followed on a daily basis.</li></ul>   |
| <u>PDMU</u><br>(Personal Development and Mutual Understanding) | <ul style="list-style-type: none"><li>• Children will complete the <u>Living, Learning Together</u> programme where they will explore:<ul style="list-style-type: none"><li>• Feelings and Emotions</li><li>• Relationships and Friendships</li><li>• Working with others and Conflict Resolution</li></ul></li><li>• Children will also participate in Circle Time activities and explore lessons from the Time To Talk programme.</li></ul> |
| <u>RSE</u><br>(Relationships and Sexual Education)             | <ul style="list-style-type: none"><li>• Children will complete the <u>Wonder of My Being</u> programme where they will explore:<ul style="list-style-type: none"><li>• How they have changed since they were babies.</li><li>• They will also become aware of the care that their families provide.</li></ul></li></ul>   |

Thank you for working with the  
Primary 2 team to support your  
child this year.

