

Year 2 Curriculum Information



Teacher
Classroom Assistants

Miss Briggs
Mrs Wilson Mrs Black

In Year 2 at Dromara Primary School children follow the Northern Ireland Curriculum for the 'Foundation Stage'. The 'Foundation Stage' Curriculum is interactive, practical and enjoyable. It aims to:

- Motivate children to develop Literacy and Numeracy skills
- Enable children to communicate in a variety of ways
- Promote children's personal development
- Promote a positive attitude to learning
- Develop children's thinking skills and personal capabilities
- Encourage creativity and imagination
- Encourage children's curiosity and interest in the world around them

Please find enclosed Curriculum information on each of the 'Areas of Learning' which will be covered during Year 2.

- Language and Literacy
- Mathematics and Numeracy
- The Arts (including Art and Design, Music and Drama)
- The World Around Us
- Personal Development and Mutual Understanding
- Physical Development and Movement
- RE
- ICT
- Thinking Skills and Personal Capabilities

Language and Literacy

Talking and Listening

Children will have opportunities to develop attention and listening skills by:

- Listening and responding to a range of stories, poems and music read aloud or on CD
- Listening to and following individual and whole-class instructions

Children will be encouraged to participate in structured talking/communication activities such as:

- 'Pairing' with another child to 'share' ideas
- Discussion of a practical task or play challenge in a small group
- Whole class/'Circle Time' discussions
- Reading aloud from a book or a story they have written
- Expressing an opinion/recalling an experience during 'News Time'

Reading

Children will be encouraged to develop a love of books, motivation to read and the skills to do so through 'Shared' reading with the whole class, 'Guided' reading in a small group and 'Independent' reading for enjoyment.

-During 'Shared' reading sessions children will read a range of fiction and non-fiction books, poetry and rhymes. They will read a variety of media including recipes, big books, comics, and texts on the Interactive Whiteboard.

-Children will participate in structured 'Guided' reading sessions with Teacher or Classroom Assistant. Guided reading books sent home should be looked after carefully and returned the following day.

-Opportunities will be given for 'Independent' book browsing from the class library to read books for enjoyment or to find information. 'E.R.I.C' time (Everyone reading in class) forms an important part of the weekly timetable.

Reading - Phonics

In order to support the learning of letter sounds Dromara Primary School follows a programme of 'Linguistic Phonics'. In Years 1 and 2 children learn many of the initial phonic sounds and blends using the 'Jolly Phonics' scheme. Knowing these phonic sounds can help children to 'sound out' unfamiliar words when reading and writing. In Year Two we learn how to put the single sounds and blends together to read and write words.

Writing

Children will have opportunities to write independently or with support and to participate in whole-class shared and modelled writing sessions. Correct pencil grip, letter formation and position on lines is encouraged and developed through a range of writing activities.

Children will be encouraged to write using a variety of media during Play and in every Area of Learning. During Year 2 children gain experience of writing different types of text including stories, recipes and captions for their pictures.

Pupils are encouraged to take pride in the presentation of their written work.

Mathematics and Numeracy

Children will develop an understanding of early mathematical concepts through activities that involve counting, sorting, matching, classifying, investigating and making sequences. Children will learn mathematical language (such as 'add on' 'plus' 'take away' and 'equals') and be encouraged to talk about their work. Mental maths skills will be developed through regular class activities/through Numeracy Games.

Number

Counting:

- Making and counting sets of objects
- Counting forward/backwards within 20 using a 'number' stick, jingles/songs
- 'Counting on' or 'back' from a given number within 20
- Knowing number 'before' 'after' or 'between' within 20
- Counting in 1s or 2s
- State without counting quantities within 5/make a sensible guess within 10

-Recognising and writing numerals within 20 with correct formation

-Ordering numbers within 20/complete number lines

-Using 'Ordinal Numbers' (first, second, third...)

-Simple mental calculations (1 more than/less than within 20/doubles within 10)

Money

Recognising 1p, 2p, 5p and 10p coins. Counting 1ps, 2ps and 5p coins or showing a given amount. Talking about the importance of looking after money/different methods of paying for goods. Practical shopping activities during Play.

Time

Recognising 'o'clock' and 'half past' on an analogue clock. Mental maths activities to encourage ability to 'tell the time' in hours and half hours.

Measures

Practical activities related to weight/length/capacity. Ordering objects of different weight/length and capacity.

Shape and Space

Talking about shapes in the environment. Making models with 3D shapes. Sorting shapes according to number of sides etc. Naming common 2D/3D shapes.

Data Handling

'Sorting' items using 'Venn' or 'Tree' diagrams. Talking about sorting.

The Arts (including Art and Design, Music and Drama)

Art and Design

- Investigating, talking about colours, lines and patterns
- Looking at and responding to a piece of work by an artist
- Exploring and using a wide range of materials to create art and models
- Talking about their own and other pupil's art work and how it was made

Music

- Working creatively with sound (exploring high/low sounds), exploring methods of making sounds, talking about sounds we make and hear. Using sounds to create effects in a story
- Singing and performing with simple instruments
- Listening and responding to their own and others' music making (nodding heads, tapping feet, clapping hands). Responding imaginatively to music

Drama

- Expressing thoughts and feelings through Role Play
- Developing creativity through imaginative play
- Taking part in drama games/performances for assembly/parents

The World Around Us

World Around us activities are linked to 6-weekly topics which encompass Science, History and Geography. Year 2 topics include

Animals

Light and Dark

Senses

People Who Help Us

Christmas

Seashore

Personal Development and Mutual Understanding

Through Circle Time discussion and activities children will be enabled to explore

- Themselves and personal strengths
- Their own and others feelings and emotions
- The importance of keeping healthy and staying safe
- Relationships with family and peers
- Responsibility for self and others
- how to respond in conflict situations
- similarities and differences between groups of people
- Learning to live as part of a community

Physical Development and Movement

Indoor and Outdoor physical play to develop fundamental movement skills, self esteem, fun and a sense of teamwork and success

Regular planned activities including:

- Athletics
- Dance
- Games
- Gymnastics

R.E

During Year Two children will learn about

- The story of Creation
- The life of Jesus
- The Nativity Story
- God and the Bible
- Morality - respect of self and others/respect for the environment

ICT

ICT will be used across the Curriculum to develop learning skills.

Specific ICT skills learned in Year Two include:

- Logging on to and off the computer
- Using the keyboard to type
- Using a mouse to click and select text/images
- Printing with help
- Using Foundation Stage software
- Using a programmable device such as 'Bee-Bot'
- Using a website such as 'CBeebies' with teacher guidance
- Talking about I.C.T

Thinking Skills and Personal Capabilities

Children will be given opportunities across the Curriculum which all own to develop their skills in:

- Thinking, problem solving and decision making (sequencing, comparing, ordering, using different types of questions, making predictions)
- Self management (being aware of personal strengths, limitations and interests, managing behaviour in a range of situations, focusing, sustaining attention, persisting with tasks)
- Working with others (listening actively, turn taking, sharing and co-operating, being fair, understanding how actions and words affect others)
- Managing information (asking questions, using own and others' ideas to locate sources of information, communicating with a sense of audience and purpose, using a range of methods for collecting and representing information)
- Being creative (experimenting with ideas and questions, learning from and valuing other people's ideas, making ideas real by experimenting, challenging the routine method, valuing the unexpected or surprising, seeing opportunities in mistakes and failures, taking risks for learning)

Foundation Stage Rules

We will share

We will listen carefully

We will keep our hands and feet to ourselves

We will try our best

Positive Recognition/Rewards

When children choose to follow class rules, they will receive the following rewards

-Golden Time on a Friday afternoon

-Praise from Teacher/Classroom assistant/another teacher/Principal

-'Table Points'

-Individual Prize from the 'Treasure Box'

-Certificate/a note home

Homework

Homework is important as it reinforces class learning and allows children to talk about and take pride in presentation of their work. Homework should be completed to the best of each child's ability, signed by a parent/guardian and in the case of a loose homework sheet stuck into appropriate book.

Independence

Please encourage children to take ensure that they bring stationery/P.E Kits/Library books/homework on the correct days. Children should be encouraged to come into the classroom in the morning independently from 8:55am onwards (or 8:30am on gymnastics mornings) when supervision is available. Children should be able to pass notes and money (always labelled) to the class teacher by themselves at this stage.

Absence

In the event of pupil absence, please inform the school of the nature of the absence in the first instance by telephone. On the first day after absence please send a completed absence note or 'pink absence slip' to the class teacher so reason for absence can be recorded. If time off is required (for example for reasons such as a medical appointment) a note should be provided in advance.

And finally...

In the case of any questions or concerns, please feel free to contact Miss Briggs. Please don't hesitate to keep us informed by phone or writing of any changing family circumstances/illness/achievements or appointments which may affect your child so we can be sensitive to their needs and celebrate their success!