

### Communication - Language & Literacy

Tell Us a Story, The Ugly Duckling, The Tiger Who Came to Tea, (Fictional texts)  
Ourselves (Non-Fiction)  
Seasons Big Book, (My World in Autumn) Festivals and Celebrations - How I celebrate Halloween (Non-fiction texts), Halloween stories.

### Talking and Listening

A & L - listening to a wide range of stories, songs and music. Following instructions, recall stories in sequence and with some supporting detail.  
PA - responding to a steady beat. Identifying and generating rhymes (Body awareness). Segment and blend words with 2/3/4 sounds.  
SUOL - observing modelled behaviours, talking with adults and other pupils, working in different groupings, adopting and assuming a role relevant to context; develop play situations in the 'café.'  
L & T - talking about personal experiences, sharing thoughts, feelings and ideas with audiences, sequencing, predicting, and explaining.  
Extension of vocabulary - develop language associated with body parts. Focused experiences to introduce and generate vocabulary.

### Reading

Sequence stories in reasonable detail using appropriate language. Develop visual discrimination and memory. Revise P1 high frequency word list. Introduce P2 HF sight vocabulary. Share a range of books with adults and other pupils, (topical books/guided readers). Know how to handle and care for books. Understand and use some language associated with books, cover, author, and illustrator. Select and use books for specific purposes. Develop concepts of print.

### Writing-

Distinguish between drawing and print. Talk about their ideas represented in drawings/writing. Share writing with others. Observe the teacher modelling writing strategies. Write in the context of play; take orders, write menus, design posters. Show increased control over formation of lower/upper case letters, size and spacing. Begin to problem solve, how to write using sound/symbol correspondence as the first strategy.

### Using Mathematics

Number- counting and number recognition : Consolidate number value 1- 10. Introduce no value 11-15/20. Rote count to 100. Count forward/backwards in 1s/2s from different starting points within 50. Identify missing numbers in a sequence within 20. Make sets of objects up to 15/20. Understand bigger/smaller numbers. Know the number before/after/in between to 15/20. Mentally add 0/1/2 more to numbers within 20. Count in the context of number rhymes, jingles and stories (Body awareness). Explore numbers relevant to their everyday lives (house no, age, family members, pupils numbers café order number). Add 2 numbers practically/pictorially and introduce +/- to find a total within 10/15/20.

Money - recognise and sort coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2. Pay for items using pennies (café) up to a value of 10p. Exchange pennies for 2p/5p/10p coin equivalents.

Sorting- sort for 1 criterion - eye colour, hair colour; talk about the arrangement.

Measures - know the days of the week in sequential order. Know the sequence of 2/3 familiar events in relation to their day. Begin to rote say months of the year and know month of their birthday. Revise o'clock times on the clock face and know corresponding digital time.

Shape & Space - explore body space through different types of movement. Create pictures with 2D shapes. Compare/describe and name 2D shapes- square, circle, triangle, rectangle, pentagon/hexagon and octagon. Talk about properties -corners and sides. Recognise and name 2D shapes in the environment. Recognise and complete a pattern.

Processes - Can explain what he/she has done, can respond to open ended questions.

Data Handling- can interpret simple graphs on favourite fruit. Ask/answer questions related to graphs.

PDMU Explore themselves and their personal attributes. (Strand 1 - Personal understanding and Health - Unit 1 Wonderful Me)

Explore their own and others feelings and emotions (Strand 1 - Personal Understanding and Health - Unit 2 - How Do I Feel).

Realise the importance of keeping healthy/safe in familiar and unfamiliar environments (Strand 1 - Personal Understanding and Health - Unit 3 Keeping healthy, staying safe). Explore relationships with family and friend (Grow in Love and Circle Time).

Learn to work cooperatively with others as a team member.

### Physical Development & Movement

Dance -explore body space through different types of movement. Pupils will be given opportunities to respond to a variety of stimuli and body movements to communicate ideas and express feelings.

### Thinking Skills & Personal Capabilities

To begin to have a sense of the world around them. (BC)  
To become familiar with concepts such as fair/not fair, the past, my place (MI).  
To use our senses to find out about my world (TPD).  
To record independently in a variety of ways. (MI).  
To recognise change in our own lives. (MI)

### Using ICT

Explore - Pupils will be able to access and manage data and information. (Black Cat - Sort/ graph- eye colour)

Exhibit- pupils will be able to manage and print their stored work, and showcase their learning across the curriculum. (Painter- paint self portraits / use camera to take photos of themselves/friends and display work).

Topic: **Mighty Me**

Date: **Sept/Oct**  
**Primary Two**

### Assessment For Learning

Number assessment  
HF word assessment  
Reading - Running Records  
Observations by class  
teacher/classroom assistant

### The World Around Us

Pupils will be able to explore:

Who Am I? What Am I? Am I the same as everyone else? How do living things move? (I)

To identify how we change at different ages (COI) , (I)

Where do I live? How have I changed over time? (P)

Why do I move? Where do I move to? (M&E)

To use simple vocabulary for the passage of time. (COT)

To recognise and record the sequence of events in simple stories and in personal history. (COT)

To recognise the variety and properties of food including how they look, smell and taste. (P) (I)

The names and functions of external body parts, in relation to how we move. (I)

To find out about their own and other peoples' history. (COT)

Understand the need to respect and care for themselves and others.

**Investigate**, Predict and Discover through simple scientific experiments; dancing raisins. Clean pennies investigation and soap bubbles print.

Technology - plan and make a tiger face with paper plate and moving eyes.

### The Arts:

#### **Music**

Sing and perform with simple instruments.

Listen to, join in and remember a range of rhymes (Alive O2).  
Sing in a range of formal and informal situations throughout the day.

Use the music corner to explore and create sounds.

Listen to and respond to their own and others' music -making. (Body awareness songs/Alive O2 - Me)

Work creatively with sound. Explore vocal/body sounds (whisper/shout/tapping knees, stamping feet).

#### **Art**

Junk art modelling and construction.

Investigate and talk about colours (primary colours), lines/shapes/textures and patterns. (People)

Explore and use a wide range of materials (dough, wax crayons, paint, plasticine, pencils, markers, oil pastels, chalk; Processes- Mark making in sand, on paper, in dough, on ground etc Drawing/painting, tracing, cutting with scissors in dough/ create collage- faces).

Observe and respond to things seen and handled.

Talk about their own and other pupils work and how the work was made. (Gallery sessions)

#### **Drama**

Express their thoughts, ideas and feelings, for example, using people puppets, soft toys, and role play with people masks. Develop their creativity through imaginative play. (Developing the role of family members in the home corner/small world play, puppets)

Engage in dramatic play to extend learning (Assume the role of customer, waitress/waiter through role play situations. Use puppets to retell familiar stories.

See the teacher in role as a waitress/customer.

Take part in a range of drama games and activities;

*Freeze Frames* and *Hot Seating*.

Circle Time - share & discuss experiences of my emotions.