

Communication - Language & Literacy

Talking and Listening

A & L - listen to a wide range of stories, poems, songs and music. Repeat familiar phrases/sound sequences. Recall in sequence and with reasonable detail.

PA - responding to a steady beat. Identifying words in phrases and sentences, identifying syllables, identifying and generating rhymes, identifying and manipulating phonemes (Stage 5 Linguistic Phonics)

SUOL - observing modelled behaviours, understanding non-verbal signals; talking with adults and other pupils; initiating and joining in conversations in pairs or groups; working in different groupings; adopting or assuming a role relevant to context.

L&T - talk about experiences, pictures and stories. Retell in sequence with reasonable detail. Talk about their work/play, naming; recalling; sequencing; predicting; asking and answering questions; describing; explaining; sharing their thoughts, feelings and ideas with different audiences; taking part/contributing to group oral language activities.

E.V. - listening and responding to adults and peers; an immersion in the language of books, both fiction and non-fiction; focused experiences to introduce or generate vocabulary.

Reading

SHARED TEXTS - Traditional Tales: Cinderella, Three Billy Goats Gruff, The Princess and the Pea, The Three Wishes, The Gingerbread Man, The Fisherman and His Wife, Louis Braille, Florence Nightingale, Saint Patrick and The Easter Story.

Through modelled, shared and guided reading sessions pupils will: read with some independence; read a range of texts including digital texts and those composed by themselves and others; select and use books for specific purposes; recognise different types of text and identify specific features of some genres. Use a range of reading cues with increasing independence and begin to self-correct. Begin to read with expression in response to print variations and punctuation. Use extended vocabulary when discussing text, re-telling stories or in their emergent writing.

Writing

Through modelled, shared and guided writing sessions pupils will understand that writing is a means of communication and can be used for different purposes, share their writing with others, see themselves and the teacher as 'writers,' observe the teacher modelling specific writing strategies. Pupils will write without prompting and make decisions about how and what they will write; use patterned stories as models for structuring their own writing, develop demarcation of sentences.

The Arts

Music

Sing and perform with simple instruments. Listen to and respond to their own and others' music -making. Listen to and respond imaginatively to short pieces of music (sway, tiptoe, stride, stretch, curl). Work creatively with sound. Explore vocal sounds by imitating. Choose sounds to create effects or add atmosphere to parts of a story. Talk about the sounds they hear in the environment and imitate some of these sounds. Talk about the sounds they make and hear, using appropriate language (high/low, long/short, and fast/slow). Listen to, join in and remember a range of songs, rhymes. (Grow in Love) Sing in a range of formal and informal situations throughout the day.

Art

Investigate and talk about colours/ lines/shapes/textures and patterns. Mix and apply paint. Generate marks; work at a range of sizes and scales. Explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures (dough/textured dough, clay, wax crayons, chalk, paint, plasticine, pencils, oil pastels, markers, graphite), and processes - drawing, painting (with brushes and sponge rollers), sponge printing, tracing, scraping in paint, create textured prints, cutting with scissors/dough cutters, creating collages (Traditional story theme). Technology - plan and make a bridge (Three Billy Goats Gruff). Model and build using junk materials. Observe and respond to things seen and handled. Look at collections of good quality images as a stimulus to draw and paint. Talk about their own and other pupils work and how the work was produced through gallery sessions.

Drama

Express their thoughts, ideas and feelings, e.g using puppets, soft toys, and role play with masks (Traditional Stories theme). Develop their creativity through imaginative play; enter into an imaginary fantasy world. Engage in dramatic play to extend learning. Assume the role of a character from a Traditional Tale. See the teacher in role. Take part in a range of drama games and activities/ hot seating (characters from Traditional Tales); *Freeze frames*.

Thinking Skills & Personal Capabilities

Work with a focus (MI)
Make simple predictions and see possibilities (TPSDM)
Be willing to take on new challenges (BC)
Be willing to join in (WO)
Be aware of how their actions can affect others (WO)
Be able to make choices and decisions (SM)

PDMU

Strand 1: Personal Understanding and Health
Unit 3 Keeping Healthy, Staying Safe
Pupils will take responsibility for their own health behaviour.

Religion

Grow in Love: Theme 3 - We Belong; Theme 6 - Jesus; Theme 7 - Lent and Easter

Topic: Famous People
Date: Mar/Apr
Primary 2

Physical Development & Movement

Athletics: Pupils should be provided with opportunities for activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.
Games: Pupils should be taught to develop games skills through a range of activities and using a variety of equipment.
Respond appropriately to instructions and to stimuli; begin to understand the importance of warm-up and cool-down activities before and after exercise; carry, place and store equipment safely, with adult assistance where appropriate; develop confidence, imagination and some understanding of safety through participating in a range of movement activities; move with control and co-ordination; use a range of small equipment to develop skills of rolling, pushing, patting, throwing, catching, aiming, hitting, kicking and passing; play/create/modify simple games.

Using Mathematics

Understanding number/Counting and Number Recognition

Count forwards and backwards from different starting points.
Count forwards/backwards in 2s to/from 20; and in 10s to/from 100.
Recognise numerals up to 20/30/50.
Know doubles to double 10.
Know addition facts to 10 and the commutative property of addition, for example, 3+2 2+3 to complete addition facts to 10.
Compare of sets and find the difference between two numbers.
Find missing number in sequence of consecutive/non-consecutive numbers within 20/30 (increasing and decreasing).
Mentally subtract 1, 2, and 0 to any number within 20/30.
Take away/add practically and using the number line within 20.

Patterns and Relationships

Explore pattern in number, for example setting out a number of objects in 2s.
Understand the concept of subtraction in practical situations.

Money

Carry out mental calculations, such as 1/2 more/less than up to 20p, and mentally add and subtract within 10p.
Calculate change required when buying items from the shop; from 5p/10p.

Measures

Compare and Order 2/3 objects of different length.
Understand and use the; language of comparison (longer/shorter, holds more/less, covers more/less). Find an object of similar capacity; talk about their findings in terms of 'just about the same' capacity. Choose and use, with guidance, non standard units to measure capacity; talk about and order three containers of different weight/capacity. Estimate the weight and capacity of objects using arbitrary units.
Talk about and order 3 surfaces of different area. Understand and use analogue time: half past. Understand and use digital time for o'clock and half past.
Shape and Space - Build and make models with 3D shapes. Investigate and talk about the properties of shapes (roll/does not roll, straight/curved edges). Name 3D shapes. Sort/resort collections of shapes; describe the arrangements. Describe and name common 3-D shapes, cube, cuboid, sphere, cylinder and cone. Recognise these solid shapes in the environment. Talk about things that turn, recognise and describe turning movements.
Handling Data: Interpret information from a pictogram; represent information in a bar chart/tally chart.

Using ICT: Pupils will be given opportunities to:

Explore and interact with a range of digital devices (IWB, Bee-Bot, digital cameras, talking postcards)

Express ideas by creating pictures (RM Colour Magic)

Evaluate their work and the work of others

Print and **exhibit** their work to share/display

The World Around Us

Pupils will learn to explore and make sense of the world around them;
Show curiosity about living things, places, objects and materials in the environment
Identify similarities and differences
To find out what happened in the past through stories and photographs (I)
Begin to have a sense of the passage of time (MI)
To recognise the variety and properties of materials including how they feel, sound, and smell (P,I)
To learn that electricity can be dangerous and makes appliances work (I,M&E)
Be aware of different lifestyles (COT)
To record independently and in a variety of ways (MI)
To be aware of how to find out about the past (TPD)
To begin to ask questions relevant to our explorations (BC)
Be aware of the local natural and built environment and their place in it
Be aware of different lifestyles (COT)
Investigate, predict and discover-
Technology -