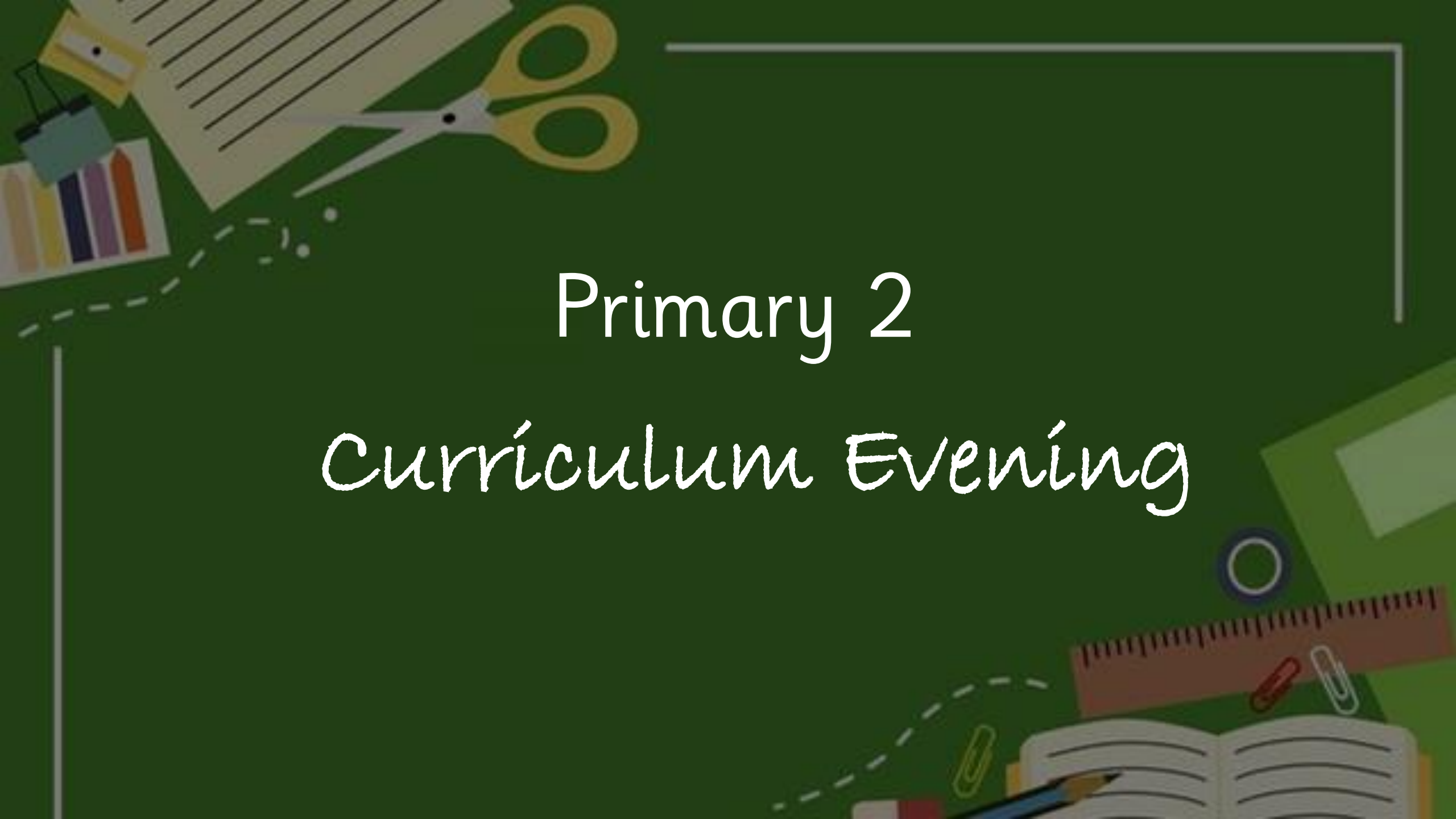


The background is a dark green surface with various school supplies scattered around. In the top left, there's a yellow pencil sharpener, a blue binder clip, and a stack of papers. A pair of yellow-handled scissors is positioned above the text. To the right, a green ruler and a spiral notebook are visible. At the bottom, an open book with lined pages is shown, along with a blue pencil and a red paper clip. Dashed white lines and small white dots are also present, suggesting a design or layout process.

Primary 2

Curriculum Evening

OUR SHARED VISION

- To create a learning environment where we celebrate the achievements of every child and encourage all to reach their full potential.
- To live out the Gospel values and foster a community inspired by our Catholic faith.

***‘Make me glad
to have known
and met you’***





Child Protection Information



Mrs McFadden
Designated Teacher



Mrs Cowan
Deputy Designated Teacher



Mr McCann
Deputy Designated Teacher

Marie Claire McKillop - Governor for Child Protection

Brendan Carey - Chair of Governors

Child-Friendly Child Protection Poster



Who can I Talk to?





Mrs McFadden



Mr McCann



a teacher



other adult

If you ever need to talk, find an adult that you trust.

Childline: 0800 1111

School Website

- <https://stpatricksrasharkin.com/>



Audit

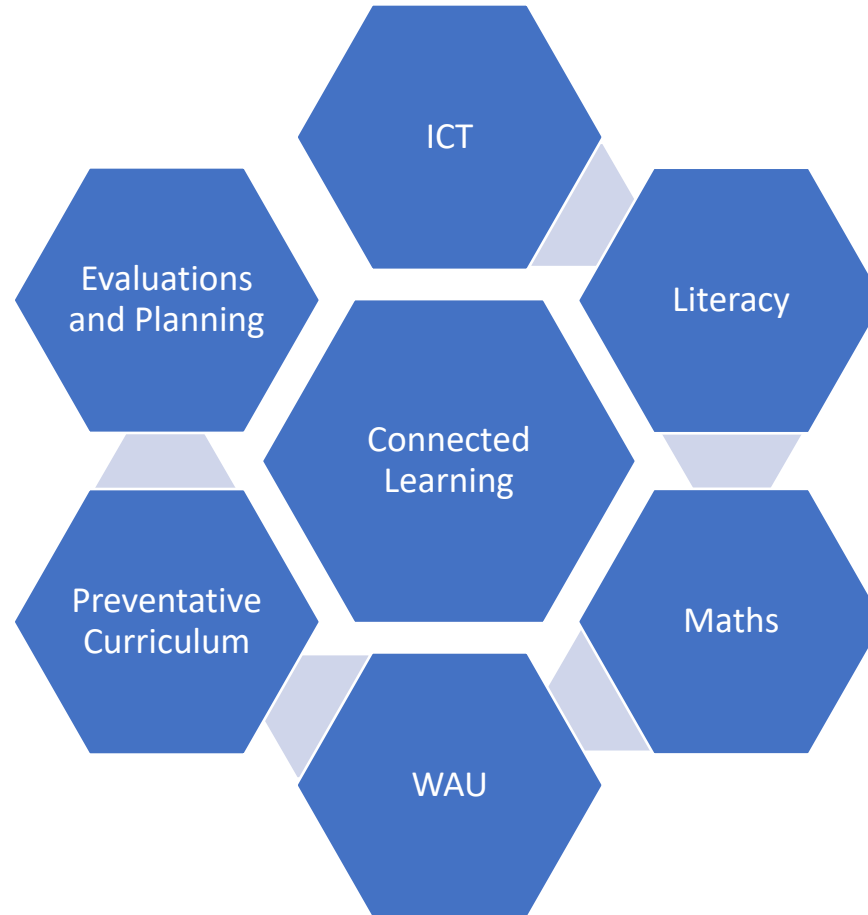
- Parents
- Pupils
- Staff
- PTA
- Governors
- School Council

Key Findings from Monitoring and Evaluating

- Curriculum Planning is good
- Lesson observations – all lessons were of a high standard
- Lessons demonstrated that we know the importance of practical and connected learning
- Children's work is well presented
- It is clear that children make good progress in Literacy and Numeracy
- Scores show children performing above the national average in Literacy and Numeracy

- Children are happy in school. (children and parents)
- Parents are positive about our pastoral care and the progress that their children are making
- Parents want to know how they can help more (curriculum evening)
- Parents want to be kept up to date with how their child performs throughout the year (spelling books/reading records/numeracy tests on Friday) – Curriculum evening
- After school clubs
- Toast

Moving Forward



Morning Routine:



8:15am

Morning club begins - £1 per child.



8:30am

Children arrive from the bus.



8:45am

Supervision begins for all children.
Please ensure children have a coat.



9:00am

Class begins.

When a child is late, it makes them anxious / harder to settle.

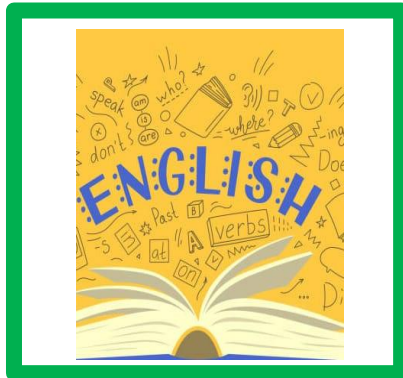
The School Day in Primary 2

Monday
(Mrs McFadden)



Prayers and Registration /
Dinner numbers
9:00 am

Tuesday
(Mrs McFadden)



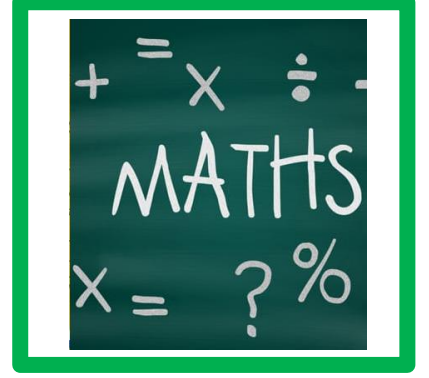
Morning lesson
(Literacy)
9:15am

Wednesday
(Mrs McKeague)



Breaktime
followed by snack in class
10:30am

Friday
(Mrs McFadden)



Mid-session lesson
(Numeracy)



Lunch **12 noon**
(prayers before and after)



Afternoon lesson 1
(e.g. Religion, WAU, The Arts,
PDMU, PE, Play-Based Learning)
12:40pm

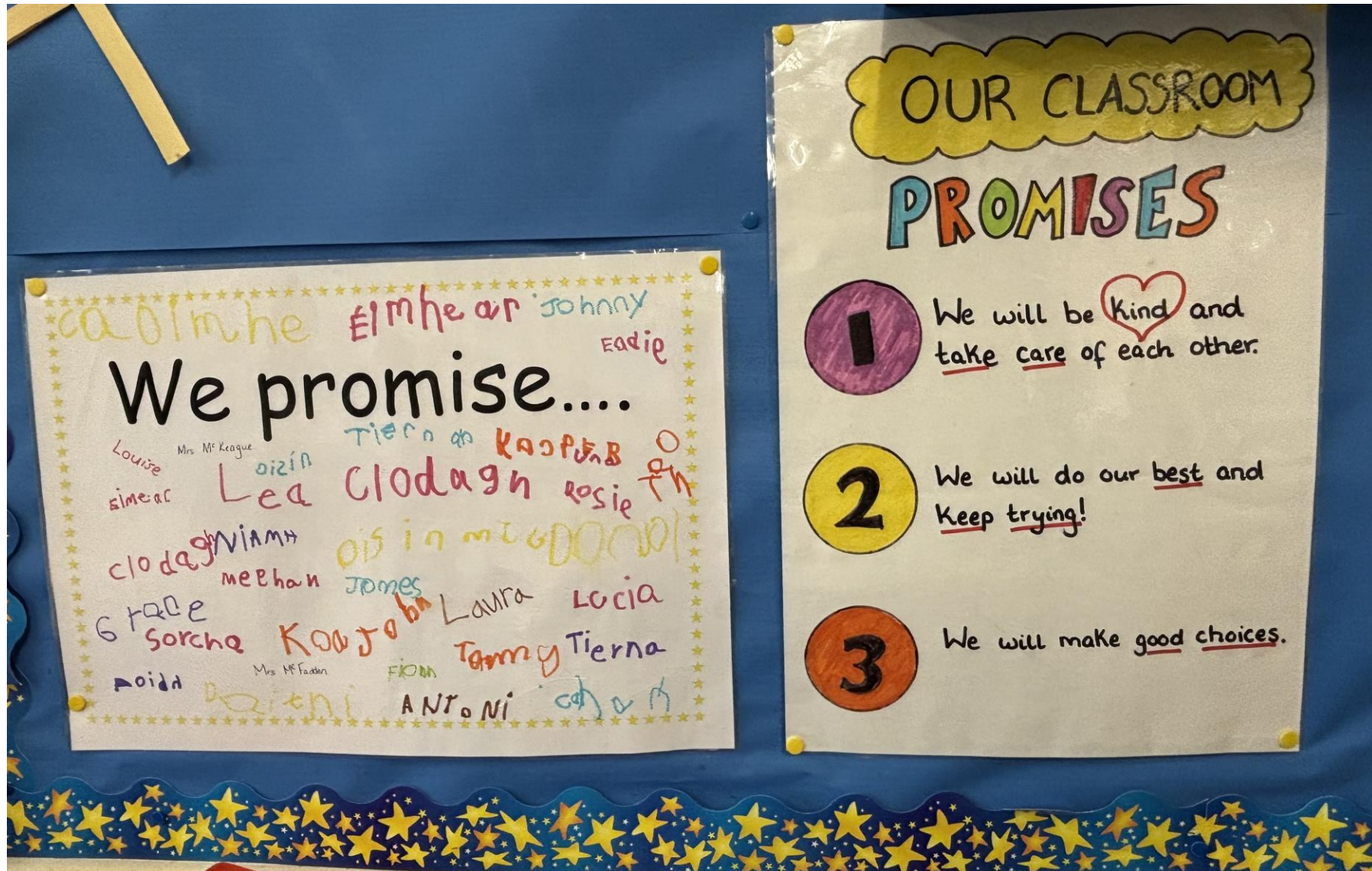


Afternoon lesson 2
(e.g. Religion, WAU, The Arts,
PDMU, PE, Play-Based Learning)
1:15pm



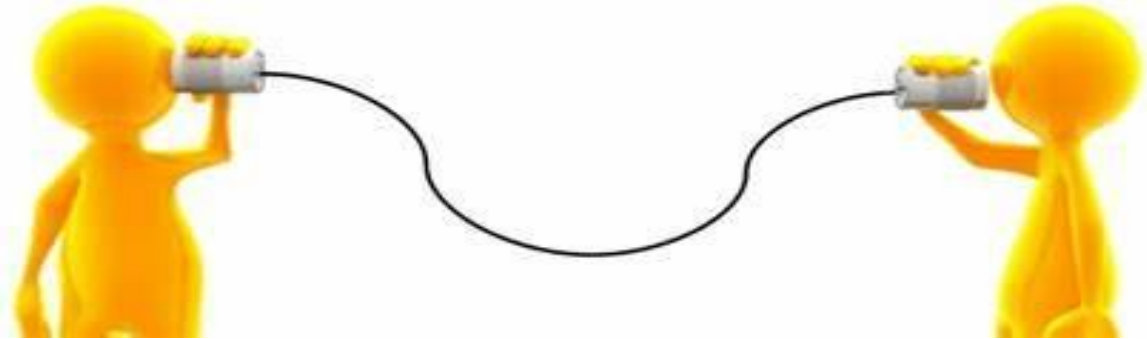
Pack up and final prayer
2:00 pm

Our Classroom Promises:



Communication:

-   
-  - messages specific to P2 (classroom activities / information about homework). Parents are unable to contact school via Seesaw.



- **Queries / reporting periods of absence - contact school office or send a note with your child.**



- Ensure your child **hands notes (or money) directly to Teacher / Louise** - 32 folders this year! A good tip is to Sellotape it to the outside of their Homework Folder.
- ***Louise should NOT be contacted directly / out of school hours for queries related to school. All queries must be directly made the school office or a note to the teacher.***

- Label ALL. Often lost:



-



-



- Keep at home for Homework:



- Toys / teddies / items from home:



May sometimes be required **on an individual basis** to facilitate **transition** from home to school.
 Causes a distraction and distress if they are misplaced.
 Best to keep special, personal items at home.
 Range of sensory toys in class and a calming area, as well as our state-of-the art **Sensory Room**.

- **P.E.** on Tuesdays with Healthy Kidz – wear **trainers**! P2 do NOT change for P.E.
 Other sessions of P.E. cover agility, dance, games and athletics.

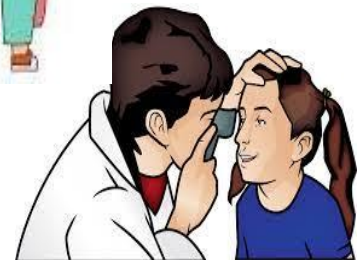


Breaktime Snack

	
Breaktime Snack	Not a Breaktime Snack
   	   Absolutely NO nuts or nut products.



- **Shoelaces** - tie laces **tightly** in the morning. Velcro is best at this age.
- **Coats and jumpers** – we promote **independence**. Teach child how to put on their own coat / jumper (**especially if sleeves turn inside out**).
- **Glasses** – now that children know their letter names, **it is a great time to get eyes tested**. Many children **do** need glasses when they reach P2.





These are our **Pupil Entrances**.



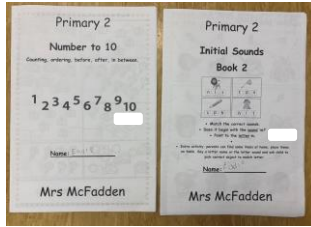
If a child is **late**, they must enter via the **School Office**.

For Child Protection purposes, parents / guardians are NOT permitted to enter the school other than via the School Office where Shauna will assist you.

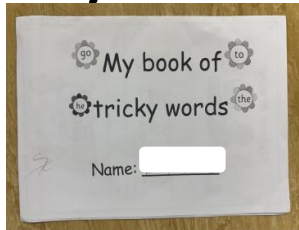
Homework

1 page only per night:

- ✓ Literacy
- ✓ Numeracy



- ✓ Reading – prepared in class, must be practised again at home.
- ✓ Tricky Word Book / Word Flashcards – very important to practise these night.



- Return folders **DAILY**.
- Folders stay at school on Friday.
- **Spellings** and **Sentences** - later in the year. 'Friday Check-up' rather than 'test' (reduce anxiety).

**Children who are sick are never expected to do homework.*

**We do not send extra work / books home if the child is sick or away on holidays.*

Overview of Literacy and Numeracy across the year.

My P2 Learning Card: Term 1

(*Keep at home - choose a set to practise at home every night during Homework Time)

I can add 1 more...

+1
1 + 1 = 2
2 + 1 = 3
3 + 1 = 4
4 + 1 = 5
5 + 1 = 6
6 + 1 = 7
7 + 1 = 8
8 + 1 = 9
9 + 1 = 10
10 + 1 = 11
11 + 1 = 12
12 + 1 = 13

I can add 2 more...

+2
1 + 2 = 3
2 + 2 = 4
3 + 2 = 5
4 + 2 = 6
5 + 2 = 7
6 + 2 = 8
7 + 2 = 9
8 + 2 = 10
9 + 2 = 11
10 + 2 = 12
11 + 2 = 13
12 + 2 = 14

I can name all the pairs (bonds) which make...

2	3	4	5	6	7	8	9	10
1 + 1 = 2	1 + 2 = 3	1 + 3 = 4	1 + 4 = 5	1 + 5 = 6	1 + 6 = 7	1 + 7 = 8	1 + 8 = 9	1 + 9 = 10
2 + 1 = 3	2 + 2 = 4	2 + 3 = 5	2 + 4 = 6	2 + 5 = 7	2 + 6 = 8	2 + 7 = 9	2 + 8 = 10	
3 + 1 = 4	3 + 2 = 5	3 + 3 = 6	3 + 4 = 7	3 + 5 = 8	3 + 6 = 9	3 + 7 = 10		
4 + 1 = 5	4 + 2 = 6	4 + 3 = 7	4 + 4 = 8	4 + 5 = 9	4 + 6 = 10			
5 + 1 = 6	5 + 2 = 7	5 + 3 = 8	5 + 4 = 9	5 + 5 = 10				
6 + 1 = 7	6 + 2 = 8	6 + 3 = 9	6 + 4 = 10					
7 + 1 = 8	7 + 2 = 9	7 + 3 = 10						
8 + 1 = 9	8 + 2 = 10							
9 + 1 = 10								
10 + 1 = 11								
11 + 1 = 12								
12 + 1 = 13								

Number Bonds

I can double numbers to 10...

1 × 1 = 2
2 × 2 = 4
3 × 3 = 9
4 × 4 = 16
5 × 5 = 25
6 × 6 = 36
7 × 7 = 49
8 × 8 = 64
9 × 9 = 81
10 × 10 = 100

I can double numbers to 20...

11 × 11 = 121
12 × 12 = 144
13 × 13 = 169
14 × 14 = 196
15 × 15 = 225
16 × 16 = 256
17 × 17 = 289
18 × 18 = 324
19 × 19 = 361
20 × 20 = 400

My P2 Learning Card: Term 1

(*Keep at home - choose a word or a few words to practise at home every night during Homework Time)

Here are our P2 colour words.

- We should be able to read the pink and the red words.
- We should be able to spell the pink words.

Pink Words	Red Words
R = Can Read, S = Can Spell	R = Can Read, S = Can Spell
a you	he away
we A	are goes
no was	down some
like to	made looked
play me	want she
the I	here said
my go	little do
this am	going come
and see	put all
	look wanted

Now I know my ABCs,
next time won't you sing with me!

I can sing 'The Alphabet Song' correctly (check each letter name is said in order!)

ABCDEFGH
IJKLMNOP
QRSTUVWXYZ

I can use my sounds to sound out and spell 3 letter words (CVCs) with a vowel in the middle, such as those below (and words that rhyme with these e.g. jab, cab, nab...):

a	e	i	o	u
jab	leg	rib	cat	tub
mad	red	fit		mad
ram	pet	pin		rug
pan	hen			hum
mat				bun
tap				cup

My P2 Learning Card: Term 2

(choose a set to practise at home every night during Homework Time)

Here are all of our P2 colour words (L = Pink = easiest, G = Green = most difficult).

*How many can you read? **CHALLENGE** How many can you spell?

Pink Words	Red Words	Orange Words
R = Can Read, S = Can Spell	R = Can Read, S = Can Spell	R = Can Read, S = Can Spell
a you	he away	came where
we A	are goes	our two
no was	down some	now their
like to	made looked	what your
play me	want she	there when
the I	here said	by dog
my go	little do	saw they
this am	going come	gave will
and see	put all	have he
	look wanted	

Blue Words	Green Words
R = Can Read, S = Can Spell	R = Can Read, S = Can Spell
called one	know each
any old	before which
first why	many should
him could	right give
four very	more would
couldn't so	who were
being only	time don't
because	

I can write simple sentences with some of these words (and sound out any words that I cannot spell but would like to use).

- 1 Short with a Capital letter
- 2 Use the sounds between words
- 3 End with punctuation

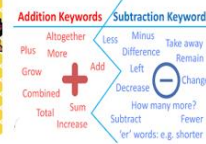
I can write the alphabet (in order) in CAPITAL LETTERS (upper case) and small letters (lower case).

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

I can name an object beginning with each letter.

My P2 Learning Card: Term 3

- I can add and subtract quickly within 13.
- I know what special Maths keywords mean.
- I can think of an adding sum e.g. $7 + 3 = 10$ and swap it around to make a take away e.g. $10 - 3 = 7$.



I can count to 100. I can start at any number and count up to 100.
I can count in 2's to 30.
I can count in 5's to 50.
I can count in 10's to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can find change from numbers up to 10p.

You Pay	You Pay	You Pay	Change	Change
10p	10p	10p	10p	10p

I can talk about length.

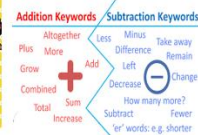
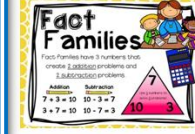


I can talk about capacity.



My P2 Learning Card: Term 3

- I can add and subtract quickly within 13.
- I know what special Maths keywords mean.
- I can think of an adding sum e.g. $7 + 3 = 10$ and swap it around to make a take away e.g. $10 - 3 = 7$.



I can count to 100. I can start at any number and count up to 100.
I can count in 2's to 30.
I can count in 5's to 50.
I can count in 10's to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can find change from numbers up to 10p.

You Pay	You Pay	You Pay	Change	Change
10p	10p	10p	10p	10p

I can talk about length.



I can talk about capacity.



My P2 Learning Card: Term 3

I know these vowel digraph (Sound Twins) sounds:



I am careful not to reverse letters, especially b/d, p/q, j, t and z.



I can use all sounds practised in P2 to sound out and spell new, interesting words. I can confidently write sentences with different beginnings and remember a CAPITAL LETTER and a full stop.

I see a	This is a	I saw a
I see the	This is the	I saw the
I see my	This is my	I saw my
Look at the	Here is a	I like the
Look at my	Here is the	I like my
I love the	I am a	It is a
I love my		It is a

Primary 2 Topics Covered:



Term 1a

**Autumn &
Harvest**



Term 1b

**Night & Day /
Special Times**



Term 2a

**Winter &
China**



Term 2b

**Spring &
Growth**



Term 3

**Summer &
Water**



How is reading taught?

Then:

ONE approach
(memorisation of whole words)



Now:

Variety of approaches – phonics, keywords, games, multi-sensory teaching, Modelled Reading, Shared Reading, Guided Reading...

Phonemes (sounds): Recognise each letter by **sight, sound** and **Jolly Phonics action**.

C



Cow



Cake

But what about...

Circle



Circus



Cc

We are clicking castanets,
/c/-/c/-/c/.
We are clicking castanets,
/c/-/c/-/c/.
We are clicking castanets,
clicking castanets,...
...we are clicking castanets,
/c/-/c/-/c/.



Blending Sounds:

- The children apply their **blending** (put sounds together to say the word) and **segmenting** (break a word down into its individual sounds for spelling) skills.
- Remember the letter/s for each sound. Use correct pencil grip to form the letters.
- Some sounds are made using 2 or 3 letters.

e.g. g-**oa**-t m-i-**lk**

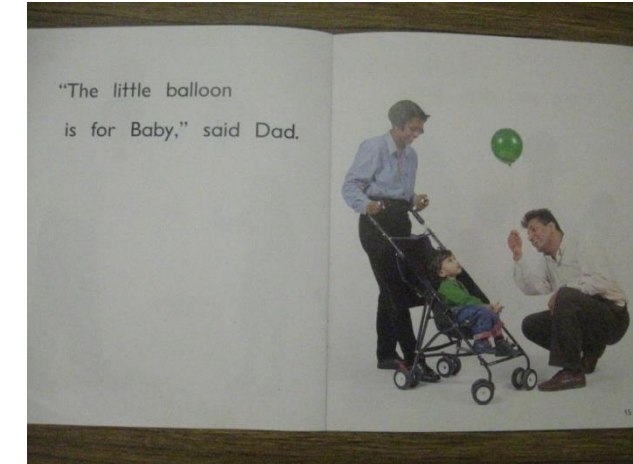
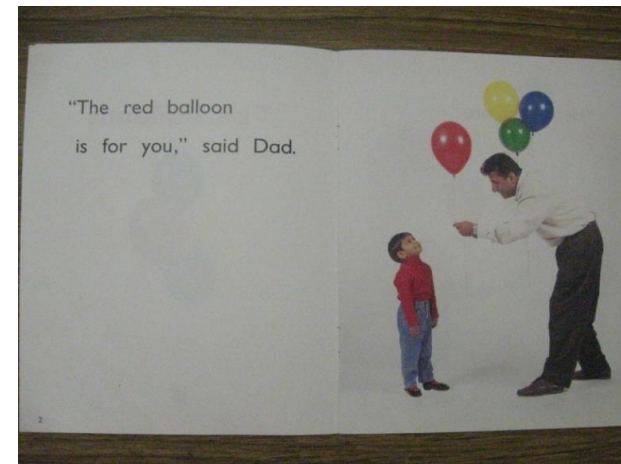
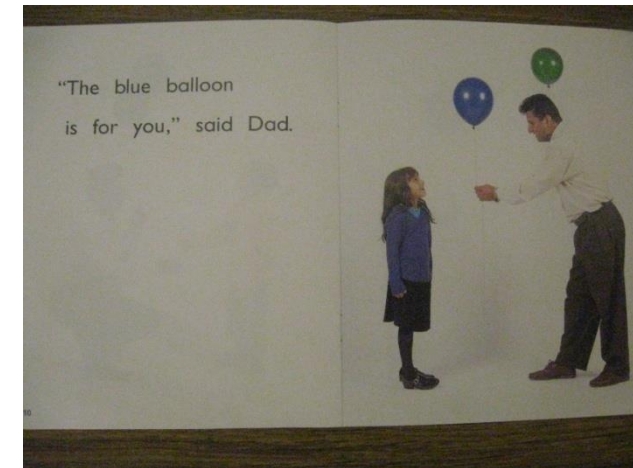
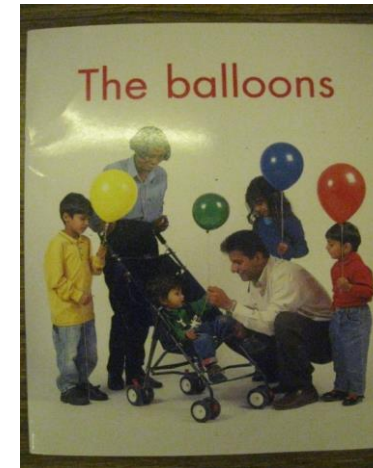
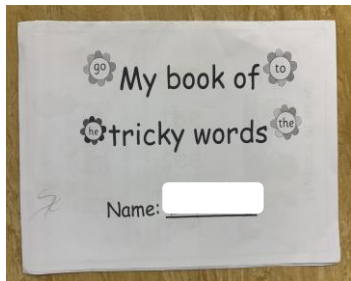


Tricky Words / Keywords:

Cannot be sounded out. Children **NEED** to recognise them. Practise through reading **flashcards**, playing **games**, practising for **homework**, **recognising in books** which repeat the words...

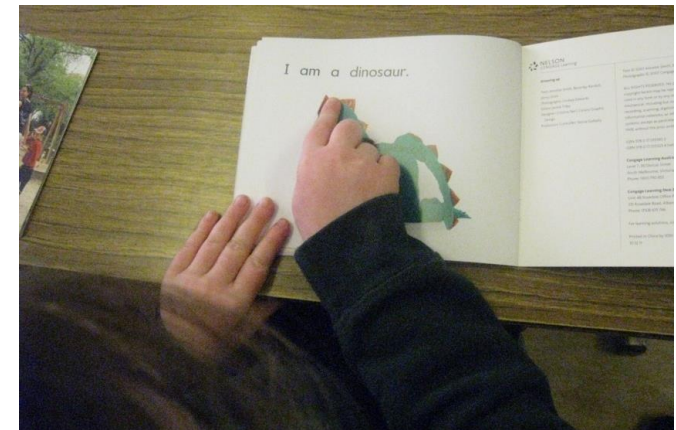
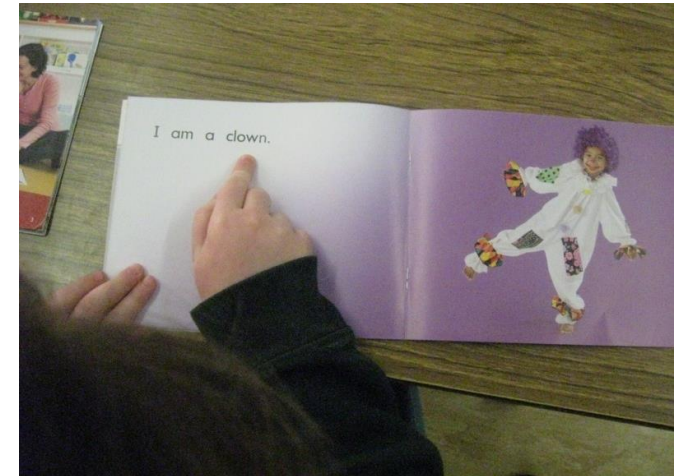
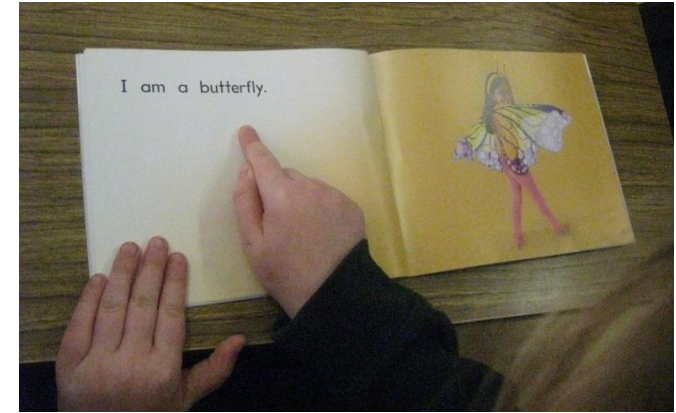
- I
- the
- my
- to
- go
- come
- was

here
no
me
be
we
said
like



Beginner Readers Need To Have...

- ✓ Adequate **spoken vocabulary**.
- ✓ Ability to **interpret pictures**.
- ✓ Confidence in **handling books**.
- ✓ Ability to distinguish between **letters, words** and **spaces**.
- ✓ Left to right **eye movement**, top to bottom **directionality**.
- ✓ Ability to make use of **contextual cues** (*hints within a text that help readers understand the meaning of unfamiliar words*).
- ✓ Ability to re-tell a story in **sequence**.
- ✓ **Visual recall** of words.
- ✓ Ability to understand **punctuation**.



How is Maths taught?

The CPA Approach



CONCRETE -
using physical objects
to solve maths problems.



PICTORIAL -
using drawings
to solve maths problems.



ABSTRACT -
solving maths problems
using only numbers.

CONCRETE

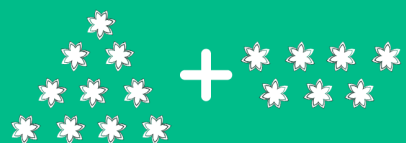


Children might begin by
handling real objects...



...then using physical
representations of them.

PICTORIAL



Drawings act as a bridge between the concrete
objects children have been using and the abstract
symbols they must learn to use.

Finally, children learn to use abstract
symbols to solve problems.

$$10 + 7 = 17$$

CONCRETE

Children are introduced to a new mathematical concept through the use of **concrete** resources (e.g. small toys, counters, Numicon, Cuisenaire rods etc). At home, you could use straws, pasta pieces, toy cars etc. The abstract nature of maths can be confusing for children, but through the use of concrete materials they are able to 'see' and make sense of what is actually happening.

PICTORIAL

When they are comfortable solving problems with physical aids, they are given problems with pictures – usually **pictorial representations** of the concrete objects they were using.

ABSTRACT

Then they are asked to solve problems where they only have the **abstract** i.e. numbers or other symbols. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world and therefore helps secure their understanding of the mathematical concept they are learning.

Doing Maths in Your Head...

- Every day we do **Mental Maths** (solving mathematical problems in your head). This includes **quick addition and subtraction** of single-digit numbers, **recalling number facts** from memory, **estimation** and **spotting number patterns**.
- Children **play mental maths games** to build fluency and confidence in a fun way.
- In daily life, mental maths skills are used for practical tasks like counting objects, sharing items equally, and adding up prices in a shop.
- Help your child to work out answers in their head by asking questions, such as:

Conor wants to buy a book. It costs £4. He only has £2. How much more does he need?

"2 plus how much makes 4?"

A clock shows 9.00. What is the time one hour later / earlier?

"After means count ON, before means count BACK."

One pizza costs £3. How much would three cost?

" $3 + 3 + 3$ "

There are 8 trees in a garden, 2 trees are cut down. How many are left?

"There will be less than 8 trees, so take away."



*** Remember to ask your child to explain how they worked out their answer.***

Helping at home with Literacy and Numeracy?

Help your child to:

1. Write their **name**.
2. Form **letters** correctly.
3. Form **numbers** correctly.
4. Write from **LEFT** to **RIGHT**.



- **Listen** to your child **read**.
- Encourage your child to **write for a reason** e.g. write **letters**, greetings **cards**, short **stories**...

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

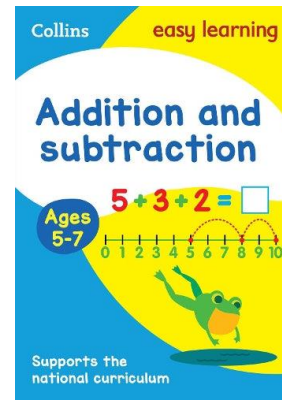
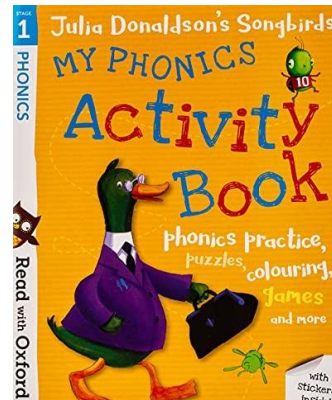
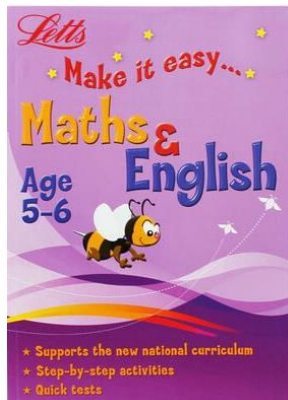
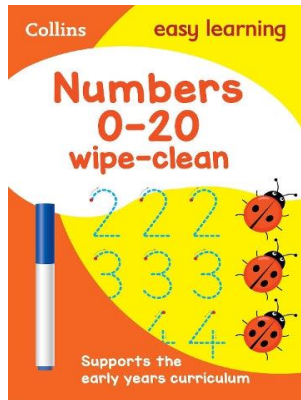
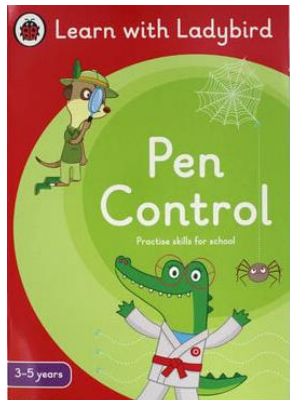
7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Book Recommendations:

- **Local library** - choose range of books e.g. child can 'have a go' / bedtime reading modelled by parent.
- **Phonically decodable books** (child can apply phonics to read unknown words).
- Discount shops such as **The Works** and **Home Bargains** often sell workbooks for extra practice at home. Most are UK-made. P2 in England is called Year 1 (P1 is Reception).
- Trusted brands include Ladybird, Letts and Collins.
- Julia Donaldson books - great for teaching **rhyme** and **memory**. Children will soon match the 'aural' to the written word.



Useful Websites / Apps to support Learning:

- www.topmarks.co.uk/
- www.bbc.co.uk/bitesize/primary#ni
- <https://home.oxfordowl.co.uk/>
- www.crickweb.co.uk/Early-Years.html
- www.ceopeducation.co.uk/4_7/
- www.phonicsplay.co.uk/freeIndex
- www.letters-and-sounds.com
- www.ictgames.com/literacy
- YouTube: [Jolly Phonics Letter Sounds](#) - video clips to show you the accurate pronunciation of the phonemes.

**In-app purchases but free trials often available:*

- www.nessy.com/en-gb
- www.readingeggs.co.uk
- www.mathseeds.co.uk



We are looking forward to a happy and successful year
and we thank you in advance for your support.