



## Parents' Curriculum Information Sheet

2024/2025 Term 1

**Class Teacher:** Mrs Dickson. **Class:** Primary 2.

Dear Parent,

Below is an outline of what your child will be learning about this term. There are eight main curricular areas and due to the flexible nature of Curriculum for Excellence, some areas may just be touched upon or may not be covered at all during a particular term. Therefore, do not be concerned if there is little or no information for a particular curricular area below. Be assured, that over the course of the school year, pupils will cover the requisite range of skills and experiences and outcomes appropriate to their particular stage.

### NUMERACY.

- Addition and subtraction within 10 for number and coinage.
- Classifying 2D shapes: square, rectangle, circle, triangle, pentagon and hexagon.
- Place value and counting up and down to 20, recognising numbers that are missing, numbers before and after. Including coinage.
- Identifying 3D shapes: those which can roll, stack, slide etc for cube, cuboid, sphere, cylinder and pyramid.
- Estimating and comparing area: which shapes are bigger, smaller, cover less or more space.

### LANGUAGE.

- Revision of initial sounds as mentioned on welcome back homework letter.
- Learning alternative sounds: ai/ay, ee/ea, ie/y/igh, oa/ow, ue/ew, au/aw, oi/oy and ou/ow.
- Reading books have already been issued and as mentioned should be read most evenings along with practise of wordwall.
- In writing children will be focusing on punctuating their work correctly and using different openers to sentences other than: The or I.
- By the end of Term 1 we should be more able to write independently and start to uplevel our sentences. So instead of writing a basic sentence, like, *'I saw a mouse.'* ***We are aiming for, 'I saw a small, light brown mouse with a huge, long tail carrying a crumb of bread in his mouth!'***
- In writing we will be working on the story of 'The Sleepy BumbleBee'. This is an introduction into different varieties of time openers; for example, One, Unfortunately, After that, Next, Then, After that, Finally. I will be looking for these time openers in homework sentences.

## **SOCIAL STUDIES.**

After a discussion at the end of last term; the children decided we would learn about Dinosaurs. This will involve learning about the continents, how this has changed since Dinosaur times and what 'extinct' means. Learn the word palaeontologist and be introduced to Mary Anning and her discoveries which will lead us into the different types of Dinosaurs: herbivores and carnivores.

After the October Week the children will begin to learn basic French words, although basic language like; look/listen, sit down/stand up, line up are being taught.

## **HEALTH AND WELLBEING.**

We will be looking at emotions and feelings within our PATHS programme and how to compliment a friend with acts of kindness. This is a daily routine.

Running games and developing our ball skills in P.E. Plus using The Class Moves for music and movement and Five a Day Fitness.

## **EXPRESSIVE ARTS.**

We will be learning about Primary and Secondary colours with paint by completing different activities. Art tasks will also be based on our Dinosaur topic.

Using the school Drama pack and BBC website to learn to express ourselves through movement.

## **TECHNOLOGY.**

Cutting and sticking activities.

Using the mouse (point and click).

Drawing dinosaurs on the computer within our social studies topic.

## **SCIENCE.**

Looking at the world beyond the Earth: Moon and Stars.

## **ADDITIONAL HOMEWORK TASK.**

Relating to our topic there are two pieces of homework.

1. Children to find out three facts about the times of the dinosaurs or a favourite dinosaur and stand up in front of the class to share these. The facts must be written down and a visual aid would be great. A photograph of this will be taken which will be put in their PLP folders as a record of a talking and listening assessment.
2. Big family effort homework task! Parents in the past have really enjoyed this type of homework and it has always provided positive feedback. 😊 As a family, you are being asked to produce a 2D picture or painting of a Dinosaur. I have even had a jewel bead Dinosaur in the past!

3. Or a 3D model of an aspect of life in dinosaur times or an actual dinosaur model. A couple of years ago a T-Rex large scale head came into school made from cardboard. It was phenomenal!

For example:

- A shoe box that has been decorated to look like the Earth at the times dinosaurs roamed with volcanoes. Using paint, material, plastic, or maybe real plants. Then different animals added that are either toys you have or made from paper, or perhaps modelling clay or plasticene ones.
- A 3D model made from different materials, for example an egg carton, threaded together paper plates etc.
- A 3D papier mache dinosaur.

The possibilities are endless, and I will be very impressed with whatever you create. It would be lovely if you took photographs of the process and posted these on Seesaw so we can all see how you went about making your creation, which I will show the children once the models are brought into school. From my own experiences with my own three children and also over the years of being in a school, I would highly recommend this is started as soon as possible and not left to the last minute.

**All researched/spoken facts and models are to be brought to school on Tuesday 1st October.**

A wee prize has always been given for the best three, which were chosen by Miss Jardine and the children liked this element of competition, so hopefully will do again. The prizes are characterised into models, box models and drawings/paintings.