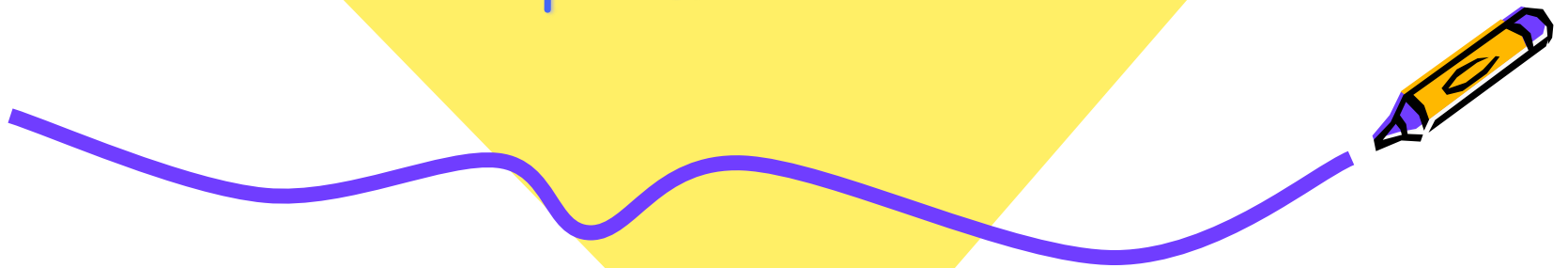


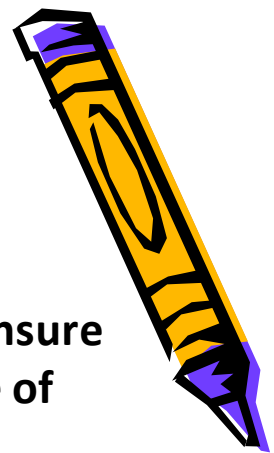
Welcome to Primary 2

September 2020



Mrs Millar

Routines

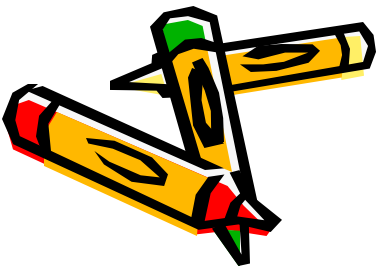


P.E days – Mondays and Fridays

- For health and safety reasons PE will be outdoors for now. Please ensure your child is dressed appropriately for the weather and has a change of clothes in their bag.
- Please ensure no jewellery is worn on these days.

Morning drop off/ Home time

- Management and staff in playground at all exits. Please arrive at your given time- 9am for P2c.To ensure social distancing is adhered to.
- You may wish to encourage your child to be more independent by dropping them at the gate.
- Please make sure your children know where they are going or who is collecting them at the end of each day.

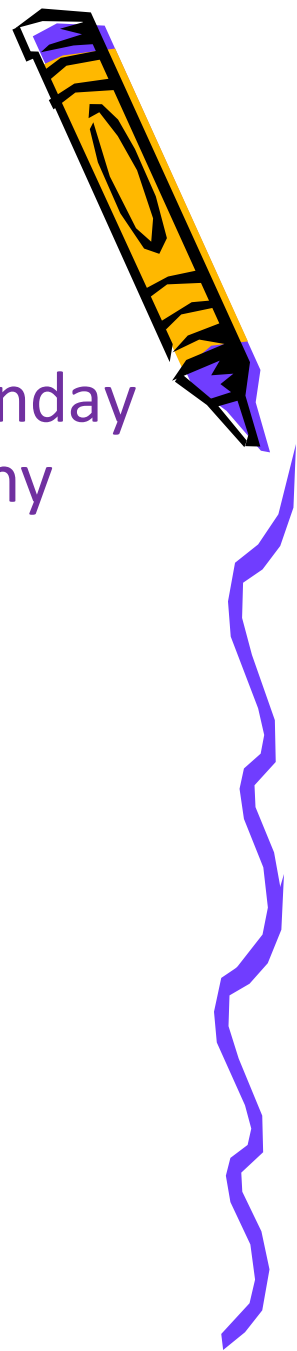


Homework

Weekly tasks

Posted on Teams a Monday and completed by Sunday where possible. Please let us know if there are any issues that we can support you with.

- Reading book
- Spelling words/ games
- Maths activity
- Other curricular areas



Literacy - First level

Talking and Listening

- Developing confidence and ability to share answers, views and opinions
- Listening to respond to others' answers, views and opinions
- To help us become more independent in our learning

Writing

In P2 we are aiming to develop more independence in writing, extending vocabulary and accuracy within punctuation and spelling

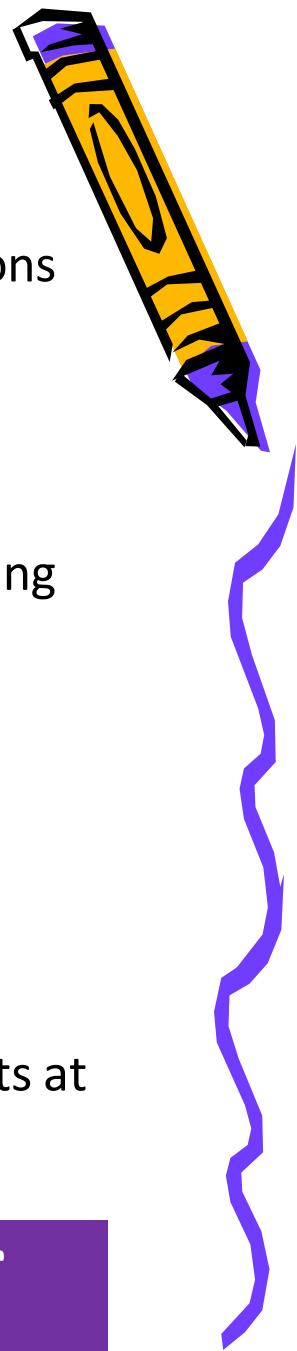
- Secretarial skills – spelling, punctuation, grammar, handwriting
- Creating texts – Talk 4 writing

Reading

- Tools for reading – sounding out, picture clues
- Comprehension of texts – oral and written
- Personal reading – please encourage children to read a variety of texts at home.



Ongoing assessment will help with planning for support and challenge.



Numeracy and mathematics- First level

- **Number** - focus on recognising, reading, writing and ordering numbers to 100
- **Addition and subtraction** - within 20 and beyond
- **Multiplication and division** - 2,5,10
- **Fractions** - halves and quarters
- **Money** - naming coins to £2, totals and change from £1
- **Time** - digital and analogue clocks
- **Measure** - comparing and ordering lengths, weights and volumes
- **Shape** - naming and comparing 2D and 3D shapes
- **Data handling** - gathering and displaying data, block graphs and pictograms



Ongoing assessment will help with planning for support and challenge.

Health and Wellbeing

- Hand washing, Covid 19 regulations, Road Safety, Stranger Danger, Healthy Eating and SHRE.
- Internet Safety.
- PAtHs lessons to support social and emotional wellbeing.
- School Values- **Be kind, be safe and be responsible** - these are our school values. Our class rules are based on these.



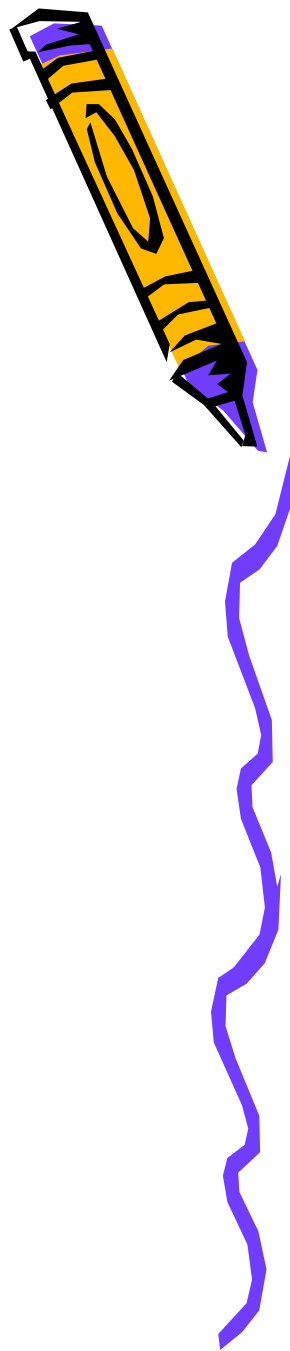
RME

- Children learn about festivals and stories from other world religions.
- Compare and contrast to their own experiences.



Technologies

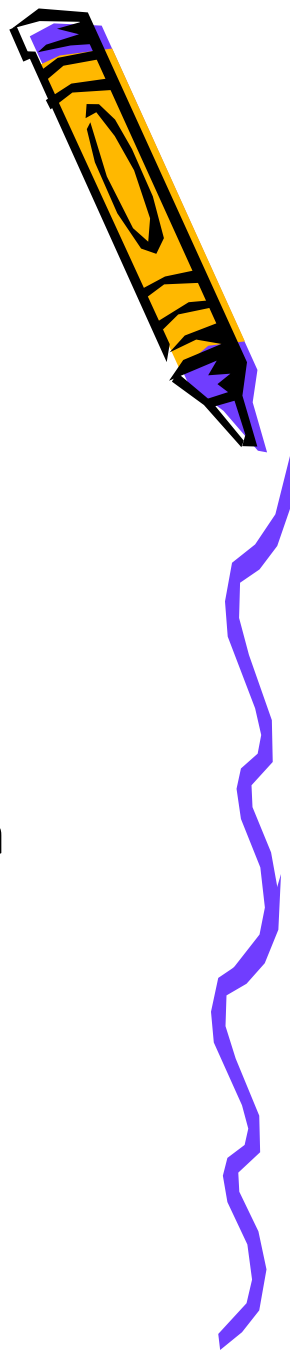
- Increasing use and skills in ICT.
- Basic word processing skills.
- Children will be able to use both laptops and iPads to improve their ICT skills and enhance their learning across other curricular areas.
- Class interactive smartboard.



Expressive Arts

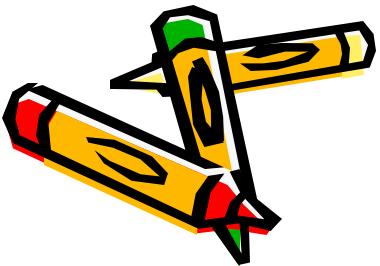
- Music
- Drama
- Art and Design

These curricular areas will generally be taught through interdisciplinary learning and play opportunities.



Play to Learn

- As a continuation from Primary One, our children learn in a play-based environment. This fosters creativity, independence, responsibility, personalisation and choice while also developing positive relationships with their class group.
- We aim to provide a balance of whole class, group and individual teaching which is both teacher and child led. Learning is cross curricular and builds upon children's interests.



Curriculum throughout the year



Education Scotland

- **Experiences and Outcomes/ Benchmarks**

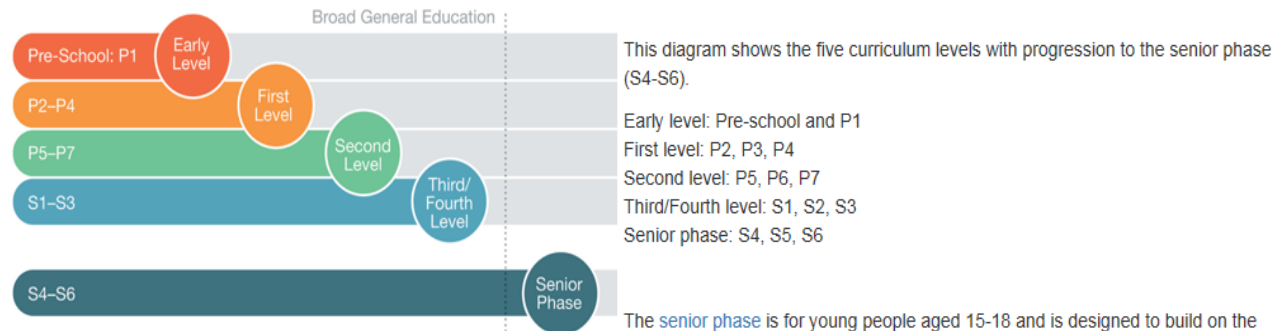
<http://dera.ioe.ac.uk/28598/1/FirstLevelBenchmarksAllAreasPDF.pdf>

- **Parent Zone**

<https://education.gov.scot/parentzone>

Curriculum levels

There are five curriculum levels - Early, First, Second, Third and Fourth - in the **broad general education** (from early years to the end of S3).



to take qualifications and courses that suit their ability and interests.

Note: This is a general guide. Learners will progress at their own pace through the curriculum levels - the framework is designed to be flexible to permit careful planning for those with **additional support needs**, including those who have a learning difficulty and those who are particularly **able or talented**.

