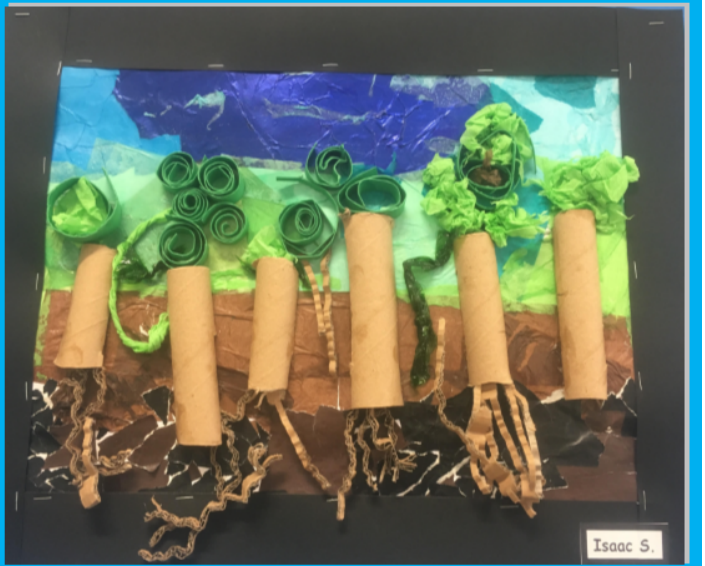


# Panaga School

## Primary Two Learning Outline



A World United in Learning

At Panaga School English and Mathematics are taught in line with frameworks from the 2014 Curriculum for England. Children are assessed at regular intervals over the year and at the end of the school year.



Learning targets for English and Mathematics specific to your child's year group can be found in later sections.

## The International Primary Curriculum



Health and Wellbeing, Art, Design, Technology and Innovation, Geography, History, Science and International are taught using the International Primary Curriculum (IPC). This is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for the subjects, for international mindedness and for personal learning. The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children.

Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 90 countries around the world.

Through the provision of a well-balanced curriculum the children will be encouraged to develop their academic and personal skills to their highest possible level. We aim for them to take greater responsibility for developing and driving their own learning forward. We provide them with opportunities to ask questions, to make links across the curriculum by using and applying their knowledge, skills and understanding across different subjects and to reflect on their next steps.

### The Personal Qualities

The IPC Personal Qualities underpin the individual attributes and learning dispositions we believe children will find essential in the 21st century. The personal qualities will enable children to be at ease with the continually changing context of their lives. Opportunities for the children to experience and develop these qualities are built into the learning tasks within each unit of work, they are also referenced by teachers across all other areas of the school curriculum. There are 9 IPC Personal Goals - enquiry, resilience, integrity, communication, reflection, cooperation, respect, adaptability and creativity.

### United Nations Sustainable Development Goals

The Sustainable Development Goals are a collection of seventeen interlinked objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future". We display the goals in the classroom and where possible make links to the learning in support of helping our children to become accountable global citizens.



### International Mindedness

The IPC is unique in defining International Learning Goals that help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'. Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with local and global issues.





ideas. In the third week the children write their own text as well as edit and improve it with guidance from the teacher. In P2 children become confident writers who can begin to write short narratives. Skills teaching focus on the correct use of full stops and capital letters, accurate spelling of high frequency words and the reliable application of phonic patterns. By the end of the year the children will be expected to be able to write using correctly formed appropriately sized letters where ascenders and descenders are in proportion.

# P2 English Objectives

## Learning targets in Primary 2

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Primary 2, some focuses may include:

- Listening and responding to adults and other children
- Asking questions to extend their understanding
- Learning new vocabulary related to topics or daily life

### Reading Skills

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

- Learning the 44 main speech sounds in English and the letters that represent them
- Blending sounds together to form words
- Reading aloud when reading books that contain familiar letter sound patterns
- Listening to, and talking about a range of stories, and retelling the stories
- Making predictions about what might happen next in a book
- Explaining clearly what has happened in a book they've read or listened to
- Relating stories to their own experiences
- Identifying where reading doesn't make sense and self correct
- Locating information on a given page in response to a question
- Reading a wide range of words containing phonic patterns learnt, automatically and accurately, without the need for sounding and blending.

### Writing Skills

- Holding a pencil with a correct pincer grip
- Naming the letters of the alphabet in order
- Writing accurately formed letters of a uniform size, with appropriately sized ascenders and descenders
- Writing capital letters, and the digits 0 to 9
- Making phonetically plausible attempts at spelling words containing the main sounds learned in phonics

#### Parent Tip

Your child will bring home both library books and their home reading book.

The home reader your child is expected to read to you, and it will be at a level that is suitable for them to do this.

Library books are your child's free choice and may range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them – both are important skills.

Reading frequently to your child both fiction and non-fiction will build their vocabulary, understanding of the world and general comprehension.

To supplement school books, or those at home, you can also join the Panaga Club library service which has a good range of children's fiction and non-fiction.



- Spelling the days of the week
- Verbally planning out sentences aloud before writing them
- Writing simple sentences, and using joining words such as 'and'
- Correctly spelling the words on the P1 and P2 high frequency word list
- Using full stops and capital letters accurately when writing a sequence of simple sentences
- Writing a sequence of five or more sentences that make sense and follow a simple narrative
- Learning to write words with common endings, such as –ed, -ing, -er and –est.

# Mathematics Overview

## A Mastery Curriculum

The principal focus of our Mathematics learning is to develop a mastery approach. The emphasis is upon depth of understanding across learning. Challenge is provided by going deeper within a concept rather than moving on to new mathematical content. We follow the National Curriculum for England and use a variety of resources to support the planning and assessment of learning.

We aim that our children gain:

- Deep and sustainable learning
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding

What you will typically see:

- The large majority of our pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.

## Areas of Study

|                        |   |           |
|------------------------|---|-----------|
| Number and Place Value | Addition and Subtraction<br>Multiplication and Division | Fractions |
| Measurement            | Geometry  |           |

The following is an example of depth of number knowledge appropriate within Primary 2. Children are expected to be able to recall simple number facts fluently in order to be able to apply them in different ways.

| Mastery   |                          |                     |                     | Mastery with Greater Depth                          |  |  |  |
|---|--------------------------|---------------------|---------------------|---|--|--|--|
| Complete:   |                          |                     |                     | If you know one fact, what other facts do you know? |  |  |  |
| $3 + \square = 10$  | $10 - \square = 3$       | $13 + \square = 20$ | $20 - \square = 13$ | Complete:   |  |  |  |
| $\square + 5 = 10$  | $10 - 5 = \square$       | $15 + \square = 20$ | $20 - \square = 15$ |   |  |  |  |
| $\square + \square = 10$  | $10 - \square = \square$ | $16 + \square = 20$ | $20 - \square = 16$ | What do you notice?                                 |  |  |  |
| Children may 'know' number pairs totaling ten but are they able to use them to support other calculations? For example, when probed to say, 'If you know $3 + 7 = 10$ , what else do you know?' They should reply with answers, such as $13 + 7 = 20$ or $4 + 7 = 11$ |                          |                     |                     |   |  |  |  |

# P2 Mathematics Objectives

## Mathematics in Primary 2

Primary 2 builds on the learning that takes place in Primary 1/ Reception/ FS2. Here are some of the main things your child will be taught during their time in Primary 2.

### Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

#### Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Read and write numbers to 100 in numerals/ digits
- Count in multiples of twos, fives and tens
- Identify 'one more' or 'one less' than a number
- Use mathematical language such as 'more than', 'less (fewer) than', 'most', 'least' and 'equal to'.

### Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit number to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \underline{\quad} - 9$ .

### Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### Measurement

- Compare, describe and solve practical problems for:
  - Lengths and heights (long/ short, longer/ shorter, tall/short, double/ half)
  - Mass/ weight (heavy/ light, heavier than, lighter than)
  - Capacity and volume (full/ empty, more than, less than, half, half full, quarter)
  - Time (quicker, slower, earlier, later)
- Measure and begin to record the following:
  - Lengths and heights
  - Mass/ weight
  - Capacity and volume
  - Time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### Geometry: Shape

- Recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes (rectangles (including squares), circles and triangles)
  - 3-D shapes (cuboids (including cubes), pyramids and spheres).

### Geometry: Position and direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



# International Primary Curriculum

## IPC in Primary 2



|                  |   |                        |                       |   |                             |
|------------------|---|------------------------|-----------------------|---|-----------------------------|
| <b>Who Am I?</b> | <b>The Magic Toymaker</b><br><b>Push Me, Pull You</b> | <b>Let's Celebrate</b> | <b>Green Fingers!</b> | <b>The Earth our Home</b><br><b>Art: Nature</b> | <b>Brainwave: The Brain</b> |
|------------------|---|------------------------|-----------------------|---|-----------------------------|

### Who Am I?

By learning about ourselves and each other, we are able to celebrate our differences whilst also seeing all the things that we have in common. In order to do this, we will need to be geographers, historians, artists, athletes and scientists. To better understand ourselves, we will also need to be reflective. We are all individuals, but together we make up a wider community - one that should support and respect one another.

### The Magic Toymaker & Push Me, Pull You

In The Magic Toymaker, we will be learning all about the world of toys and the role that they play in entertaining us, educating us, and stimulating our imagination. As historians, we will be finding out about the ways in which toys have changed over time; as scientists, we will be exploring the various materials that toys are made of; as designers, we will be learning about the different stages of the toy-making process and creating our own board games. Toys come in many shapes and sizes, but what is it that makes a great toy? Every move we make is a result of a force. We can call these forces 'pushes' or 'pulls'. We are constantly pushing and pulling as we move around and do things in everyday life. There are also forces in our environment that push and pull us. Do you know what they are? Let's find out!

### Let's Celebrate

In Let's Celebrate, we will be learning about celebrations as a hugely important part of human life. As artists, musicians, designers, historians and dancers, we will be exploring the ways in which all peoples and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in people's lives.

### Green Fingers

We will be learning about plants and how important they are to our world. Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens. To fully engage with this unit, we will need to be scientists, geographers and international learners. How important are plants to our world?

### The Earth Our Home & Art: Nature

All living things – plants, animals and people – have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. To survive, living things need to live in places that meet their needs. What do living things need to survive? How do different habitats provide for their needs? We will need to be scientists and geographers in order to answer these questions. Art: Nature focuses on art that is inspired by the environment and landscape and may be made using natural, found objects around us. There is a different perspective towards this art as the children learn to be respectful of their surroundings, only using objects that are no longer alive, as well as experiencing the transience of the art work. Children will explore nature in art through landscape painting and land art, looking at works from local, host country artists, as well as environmental artists. They will develop sketching and observational skills with mixed media, as well as having the opportunity to make individual and collaborative sculptures using natural materials.

### Brainwaves: The Brain

In Brainwave: The Brain, we will be exploring the ways in which we can use our brains to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.

# International Primary Curriculum

## IPC Key learning Goals

Students will focus on learning targets in the following areas:

| Science                           | Art                  | History   |
|-----------------------------------|----------------------|-----------|
| Design, Technology and Innovation | International        | Geography |
|                                   | Health and Wellbeing |           |

Students are assessed against the following learning goals as part of their learning:

|  |
|--|
| <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 1.06 Be able to suggest independent variables to test in a guided investigation</li> <li>• 1.07 Be able to make predictions</li> <li>• 1.08 Be able to use the senses safely to make observations</li> <li>• 1.11 Be able to compare results with predictions</li> <li>• 1.12 Be able to describe the method and results</li> <li>• 1.13 Be able to suggest improvements to investigations</li> </ul> |
| <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• 1.03 Be able to create an original artwork to serve a given purpose using given media</li> <li>• 1.07 Be able to select materials and techniques when creating and give reasons for their choices</li> <li>• 1.13 Be able to comment on works of art</li> </ul>   |
| <p><b>History</b></p> <ul style="list-style-type: none"> <li>• 1.03 Be able to select and record relevant information about the past</li> <li>• 1.07 Be able to order events and objects chronologically</li> <li>• 1.08 Be able to suggest reasons for change</li> <li>• 1.09 Be able to identify results/consequences of historical events</li> </ul>  |
| <p><b>Design, Technology &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>• 1.05 Be able to explore ways of constructing parts of a design</li> <li>• 1.06 Be able to produce a final design proposal</li> <li>• 1.07 Be able to list materials and tools needed for production</li> <li>• 1.10 Be able to compare their design and product explaining any differences</li> </ul>   |
| <p><b>International</b></p> <ul style="list-style-type: none"> <li>• 1.02 Be able to identify similarities and differences between the lives of children from different countries</li> <li>• 1.07 Be able to articulate how they should be making a contribution to positive change</li> </ul>   |
| <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• 1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps</li> <li>• 1.04 Be able to sort, group and classify data</li> <li>• 1.11 Be able to describe geographical features of the host country</li> <li>• 1.13 Be able to justify views and opinions about the local environment</li> </ul>  |



## Health and Wellbeing

- 1.06 Be able to follow strategies for managing a range of social situations
- 1.15 Be able to apply metacognitive strategies to improve their own learning

# Specialist Subject Areas

## Physical Education & Swimming

In PE we aim to develop physical skills, coordination and body awareness.

Within PE, skills are taught around the following areas: invasion games, net and wall games, athletic activities, striking and fielding, dance and gymnastics. Students are guided in the fundamentals of movement, spatial awareness, catching and throwing, and creativity.

Swimming will be taught by our swimming instructors at Panaga Club one session per week.



## Digital Education

The children will be using digital technology across the curriculum, but also as a discrete lesson twice a week. The children will follow a scheme of learning based on the English National Curriculum for Computing.

Throughout P2, children will begin to develop their confidence in keyboard and mouse skills. They will create and debug simple programmes and begin to use digital technology purposefully to create, organise, store, manipulate and retrieve digital content.

## Music

Music will be linked to the IPC units wherever possible and is undertaken by a specialist music teacher. Each class will receive two lessons a week following year specific planning.

In P2 we hope to extend the ways in which pupils respond to music and to encourage children to listening to music, perform with instruments and sing with their peers. We aim to increase their ability to create music for themselves through group composition. Enjoyment and appreciation of music is also encouraged with the children.



## Performing Arts

Performing Arts will be linked to the IPC units wherever possible and is undertaken by a specialist performing arts teacher. Each class will receive one lesson a week following year specific planning. Performing Arts provides children with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds. It encourages children to explore their emotions, expand their imaginations and helps them develop their own, unique voice. Each discipline of

dance and drama engages a child's brain, body and emotions in different ways to encourage their confidence and find joy in self-expression.

# You Can Do It

The You Can Do It (YCDI) Education Program for children is a whole school approach to social and emotional learning.

In P2 the units we cover are: achievement, relationships, wellbeing and social and emotional blockers.

