

**PRIMARY 2/3**  
**MRS HAMILL AND MRS BEEGAN**

Curriculum Information  
2023 / 2024

# TEACHING IN A COMPOSITE CLASS

- Teaching that takes place in a composite class very similar to single year group classes
- Each year group will be taught the components of their own specific curriculum
- Lesson format can vary depending on objectives being taught. Lessons may take the form of:
  - whole class teaching with activities differentiated for each year group (and ability).
  - separate year group teaching for specific curriculum objectives, with the other class completing consolidation or extension activities
  - carousel activities where groups rotate between tables and activities, some of which are teacher led and some of which are independent.
- Each child, regardless of year group, will complete activities that are designed to consolidate, practise and extend learning
- Daily communication and weekly meetings with other year group teachers
- Many added benefits to composite class teaching



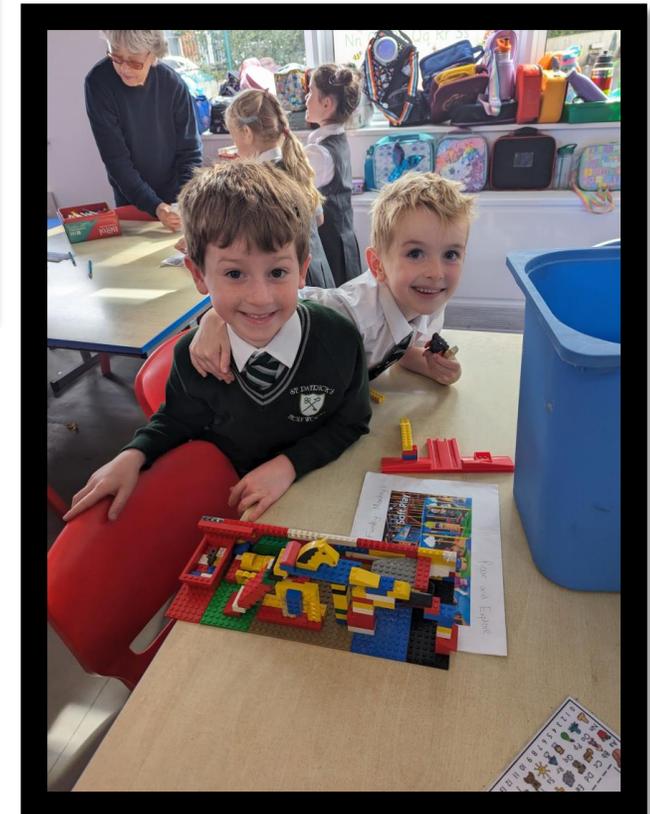
# TIMETABLE

- Lessons begin at 9am
- Literacy and numeracy are taught 5 times per week
- Activity-based learning (ABL) / play based learning (PBL) sessions take place 3 times per week
- Teaching of World Around Us and ICT take place on a cross curricular basis and through ABL / PBL
- PE is on a Tuesday



# ACTIVITY-BASED LEARNING & STRUCTURED PLAY

- Learning through structured play and activities essential in Foundation Stage and Key Stage 1.
- Literacy, Numeracy, World Around Us, STEM and ICT developed through ABL / PBL
- Love of learning fostered
- Children learn to take risks, to explore, to test and to collaborate
- Primary 3 pupils receive short mental maths and literacy lessons during ABL / PBL
- Opportunities for differentiation in all activities



# LITERACY CURRICULUM

Taskboard teaching: 3 sessions per week

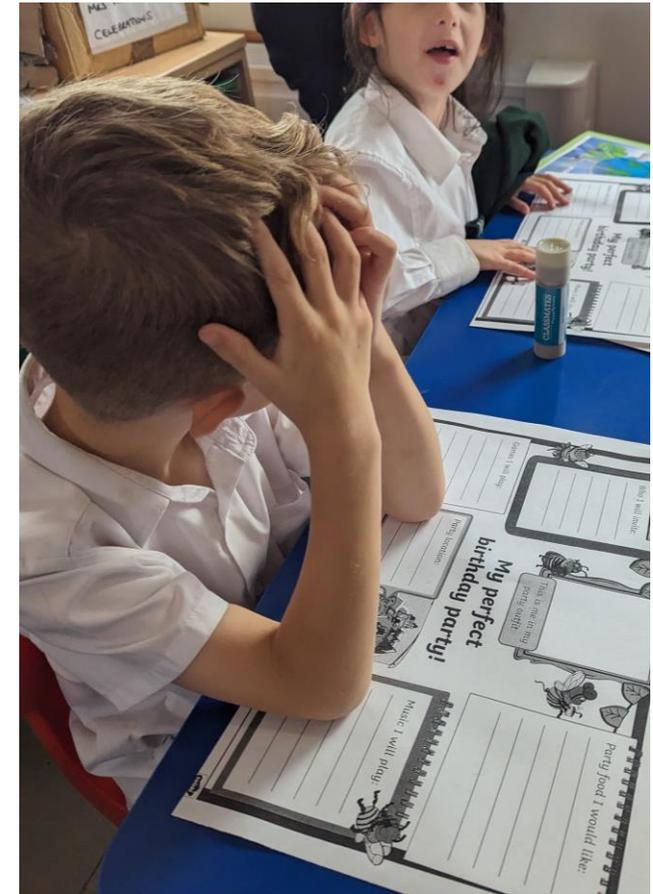
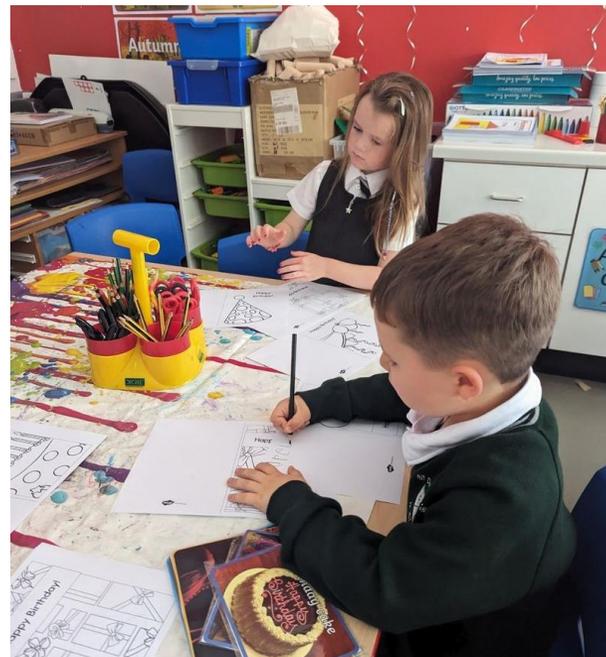
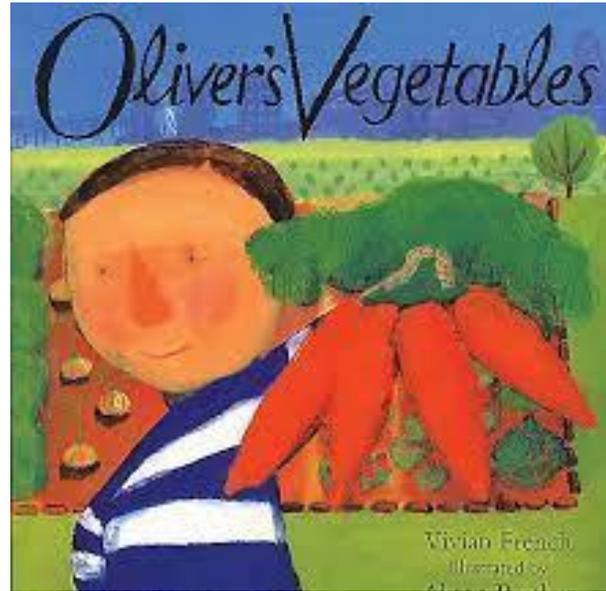
Writing teaching: 2 sessions per week

Learning objectives practices, consolidated and extended through ABL/PBL

Phonics approach to reading and spelling

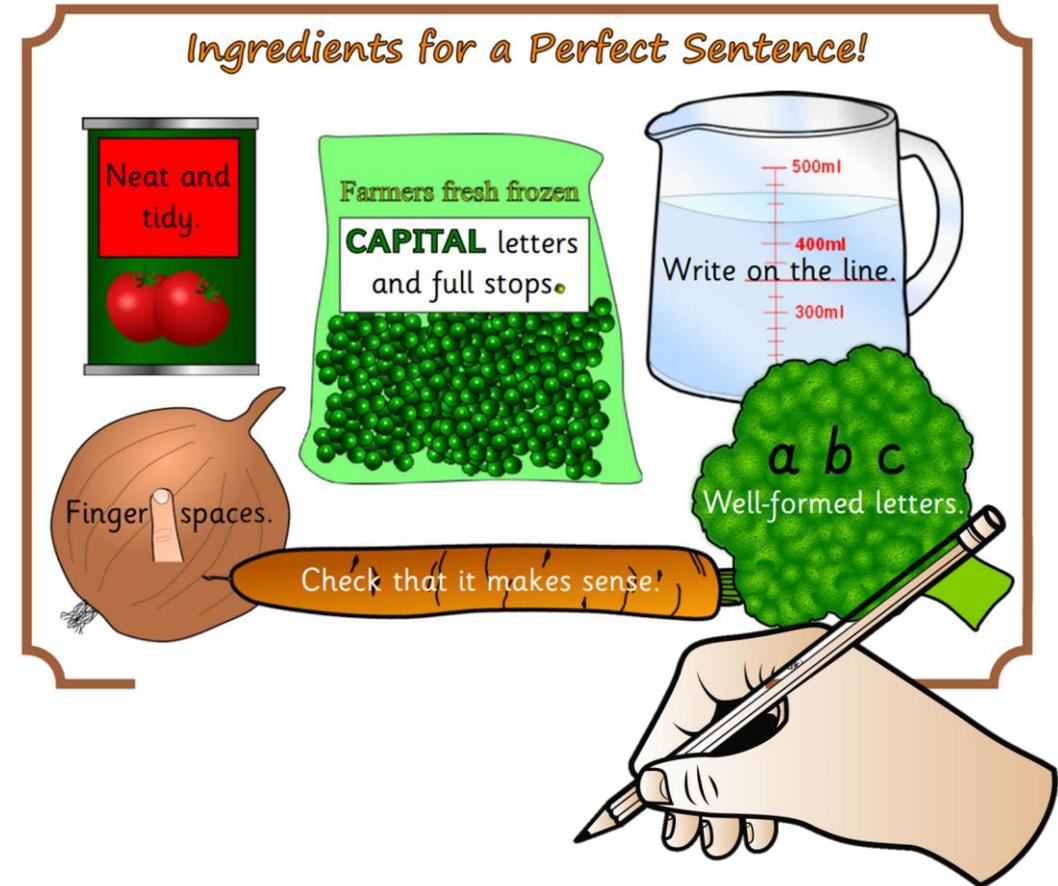
Guided reading sessions daily

Writing types change with each half term



# LITERACY CURRICULUM – WRITING TYPES

- A writing type is covered each half term – These include; recount, report, procedural and narrative writing.
- Children are familiarised with each writing type and their key features through practical and written activities.
- Writing then takes place, starting with modelled and building up to their independent write.
- **Modelled write** – teacher models writing and highlights important features
- **Shared write** – children participate by contributing ideas and knowledge
- **Guided write** – children work in small groups with an adult
- **Independent write** – use skills and knowledge to produce their own piece of writing.
- Need to experience many different types of writing – labels, lists, recipes, cards etc.
- Encourage correct pencil grip
- Basic sentence structure, capital letters, full stops, question marks and exclamation marks



# LITERACY CURRICULUM - READING



**Modelled reading** – adult demonstrates, talks out loud and strategies and reads with fluency and expression

**Shared reading** – teacher and children read a text together with a specific focus to develop confidence

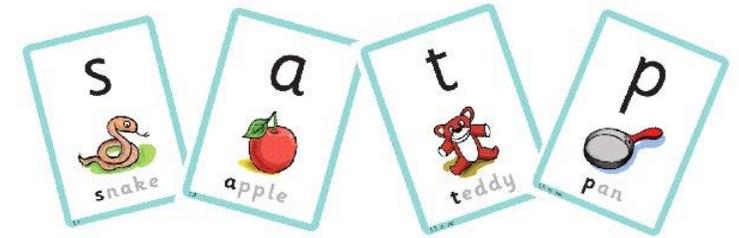
**Guided reading** – talk, read and think their way through an unfamiliar text

Consolidate all previous learning and read at own pace through the book

Reading strategies are reinforced through guided sessions

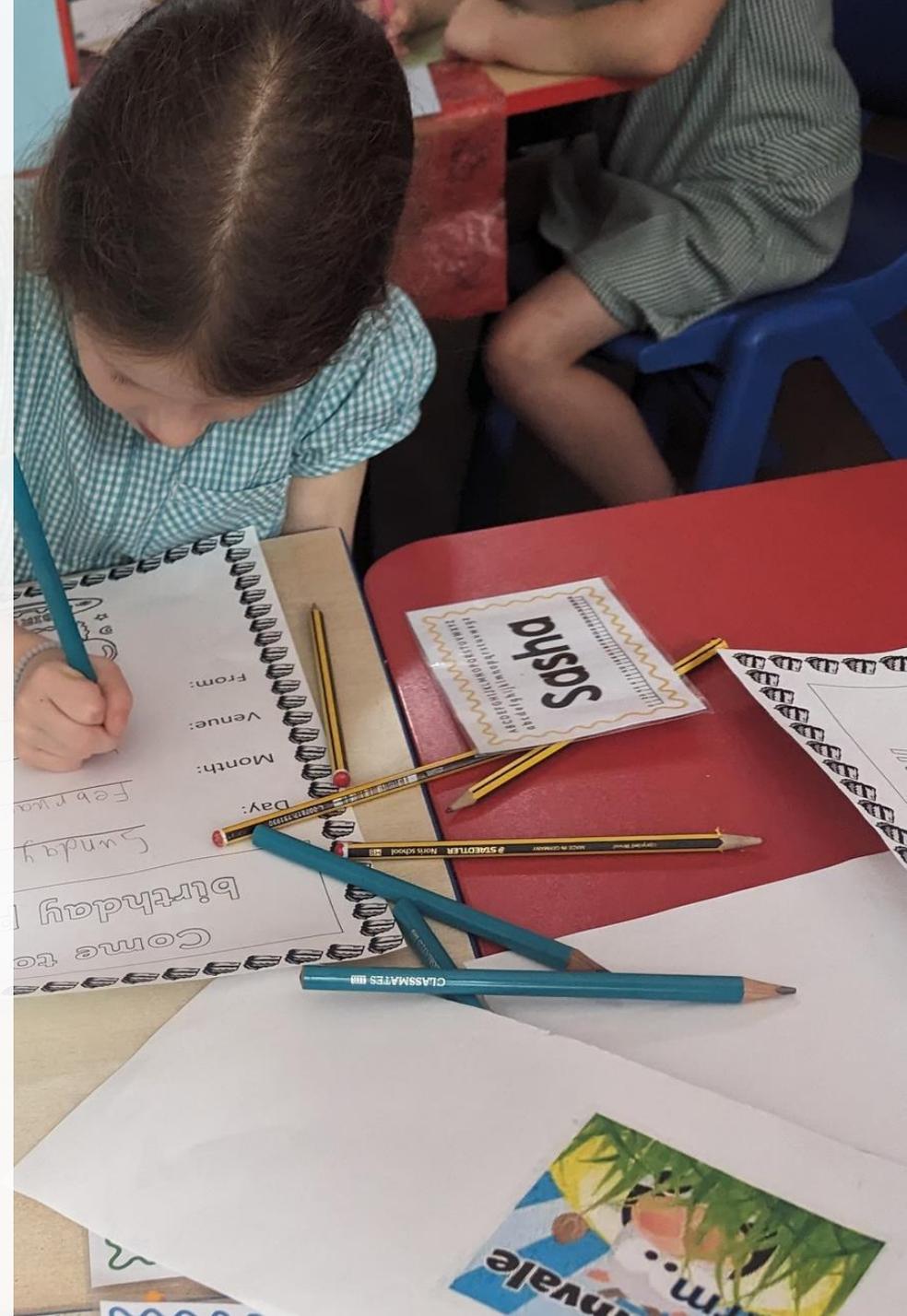
# LITERACY CURRICULUM - PHONICS

- Remember sounds, rhymes and stories
- Know words that rhyme
- Identify words that begin/end with same /different sound
- Identify words with the same/different middle vowel (difficult)
- Identify different letter shapes
- Complete 42 sounds – improve skills of segmenting (break up) and blending (make sounds into words)
- 10 minutes phonic blast everyday – constant practice develops skills and confidence



# LITERACY CURRICULUM – WHAT YOU CAN DO TO HELP

- Talking and Listening
- Discussions, conversations, retelling stories
- Reading
- Read (model) a variety of texts – fiction/non-fiction, poetry
- Talk about books – predict story/content/endings
- Visit the library
- Writing – use of capital letters and fullstops.
- Write for fun – make cards, posters, books etc.
- Large arm movements – games, painting etc.
- Cutting, using dough, drawing etc.
- Phonics
- Encourage your child to sound out words for you
- Practice simple word building and blending

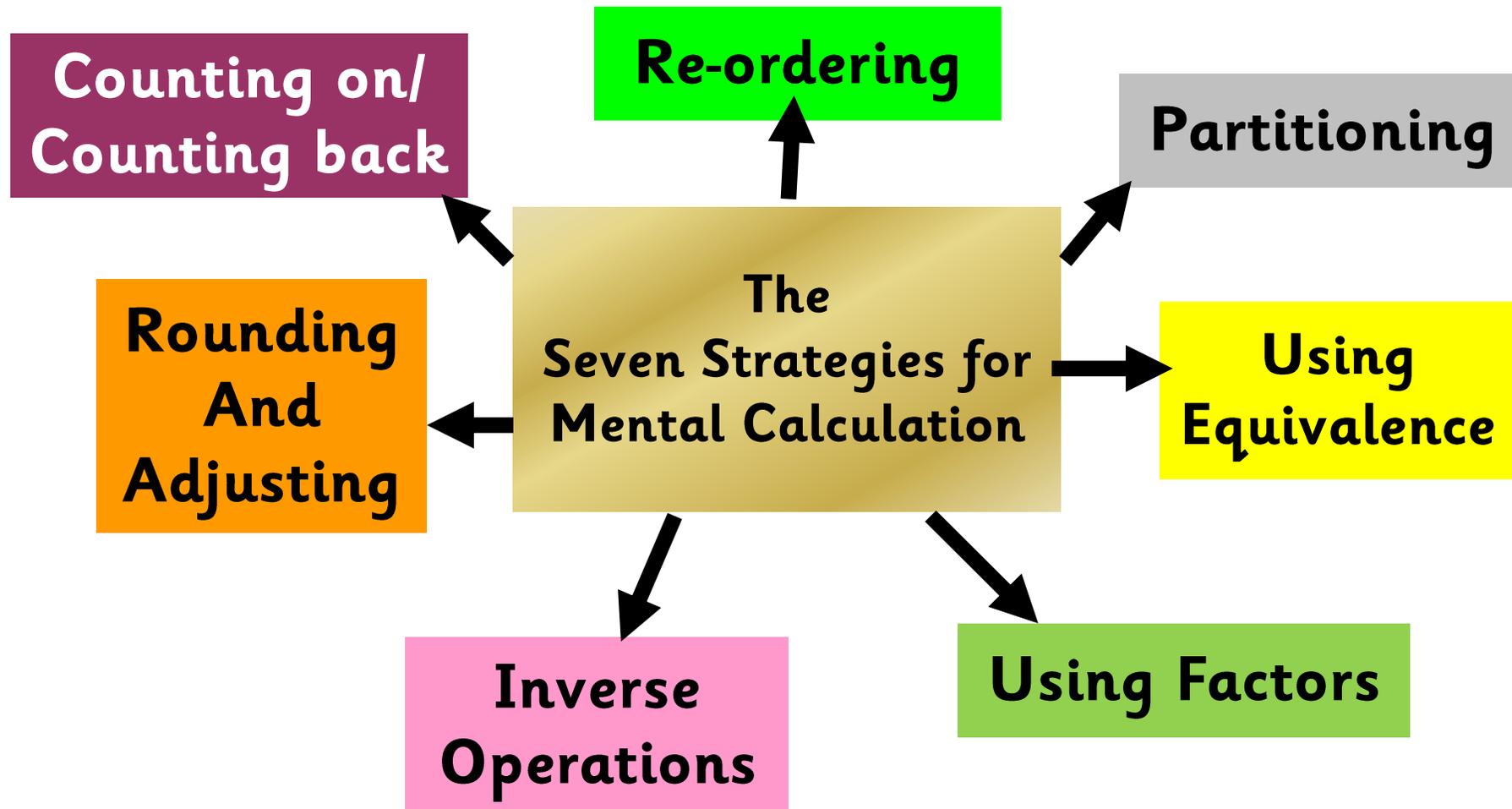


# NUMERACY CURRICULUM

- Mental maths session daily
- Focus on understanding number and mathematical processes
- Mathematic skills practised, consolidated and extended through ABL / PBL
- P2 focus on numbers within 20 but extending to within 30/50.
- P3 focus on numbers within 30/50/100. Huge focus on calculation strategies and place value
- Problem solving, Shape, Space, Measures and Data Handling

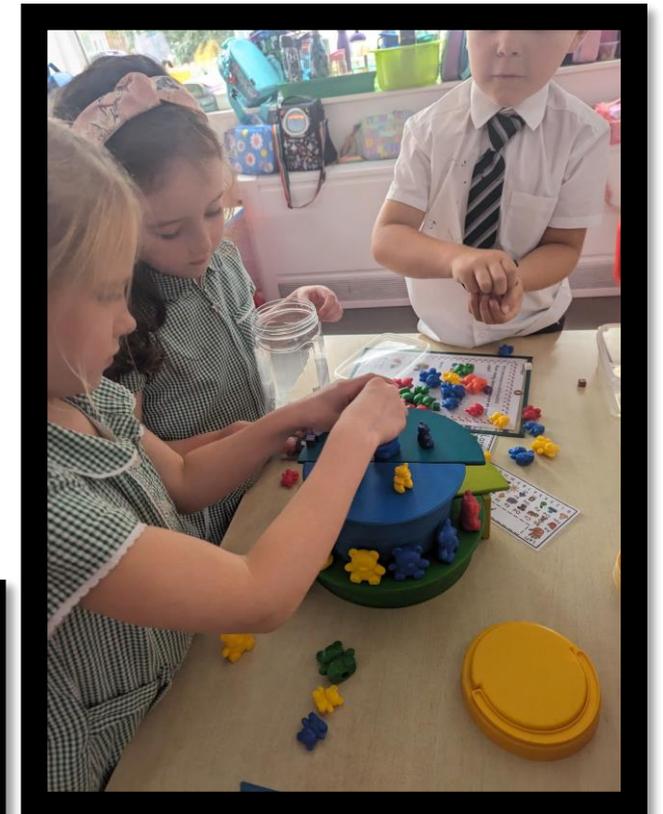


# NUMERACY CURRICULUM



# WORLD AROUND US

- Increasing understanding & observational skills.
- Developing skills of research
- Developing thinking skills and personal capabilities
- Range of topics covered: **Celebrations, Superheros and Under the Sea.**
- Children are actively engaged in a topic and will do research in class and at home
- Topic work is reinforced through PBL activities and a series of planned Educational Visits



# HOMWORK

- Homework given on Monday, to be returned by Friday
  - Grow in Love homework given on Thursday, to be returned by Friday
  - Home readers changed on Mondays
  - Mental maths and spellings learning each week (P3 only initially, then P2 later in the year)
- It is important that all homework be sent in on time and that home readers are changed regularly**

# OTHER AREAS

## Behaviour:

High expectations for behaviour, particularly attention and listening

Punctuality important

Positive reinforcement strategies key – dojo points, postcards home etc.

Open dialogue between home and school essential

## Special Needs:

Pre-codes or IEPS

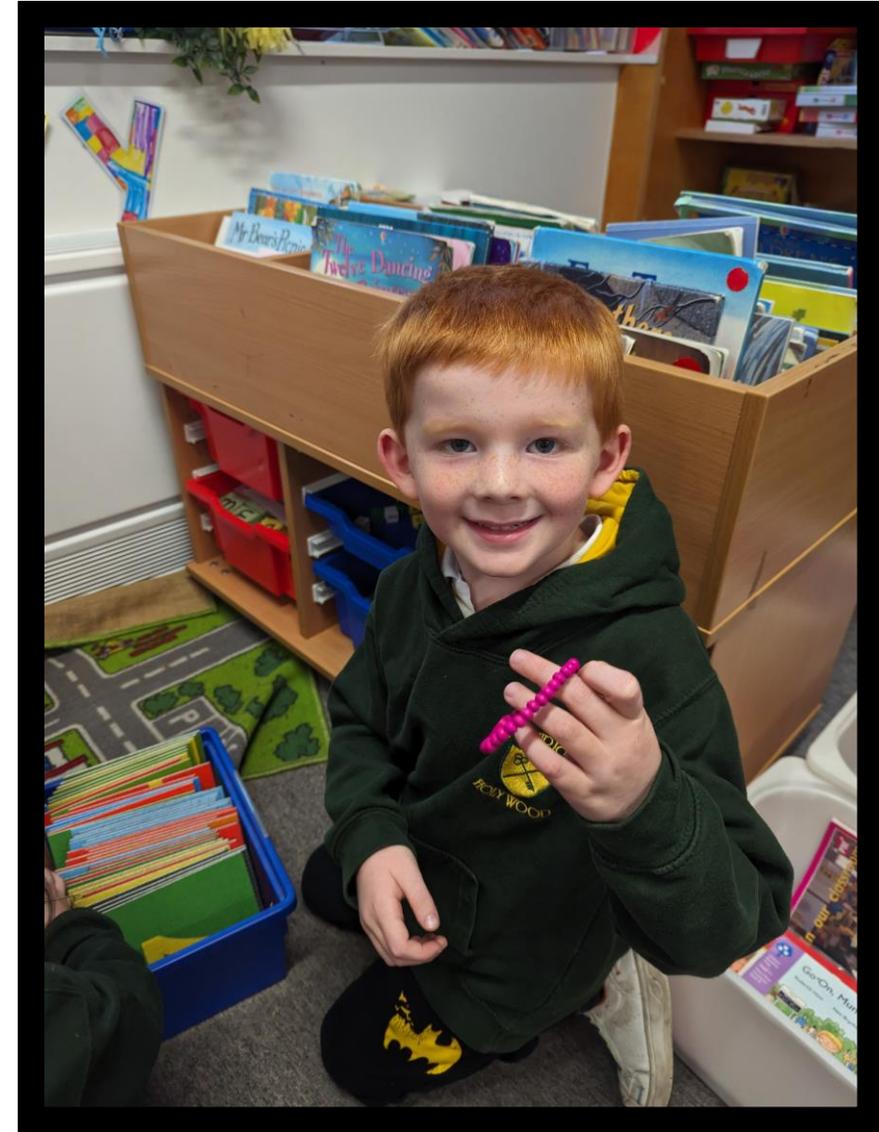
Differentiated Work

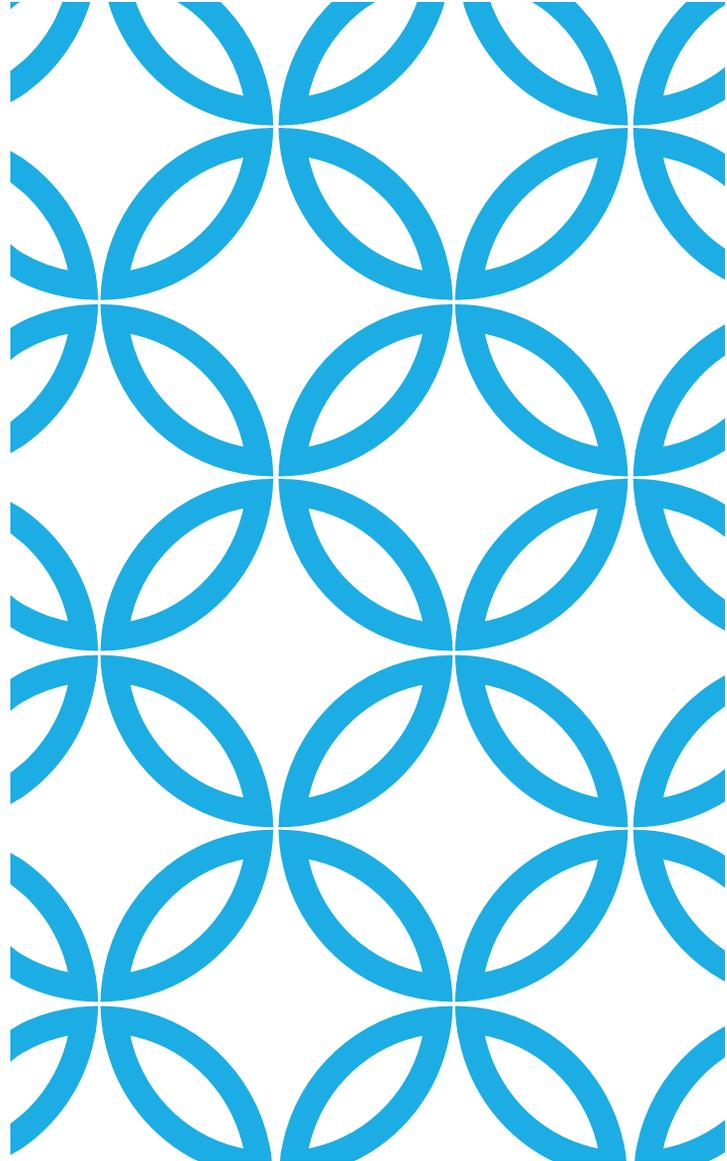
Withdrawal Support

## Assessment:

Continuous assessment

Progress in Maths / Progress in English





THANK YOU

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