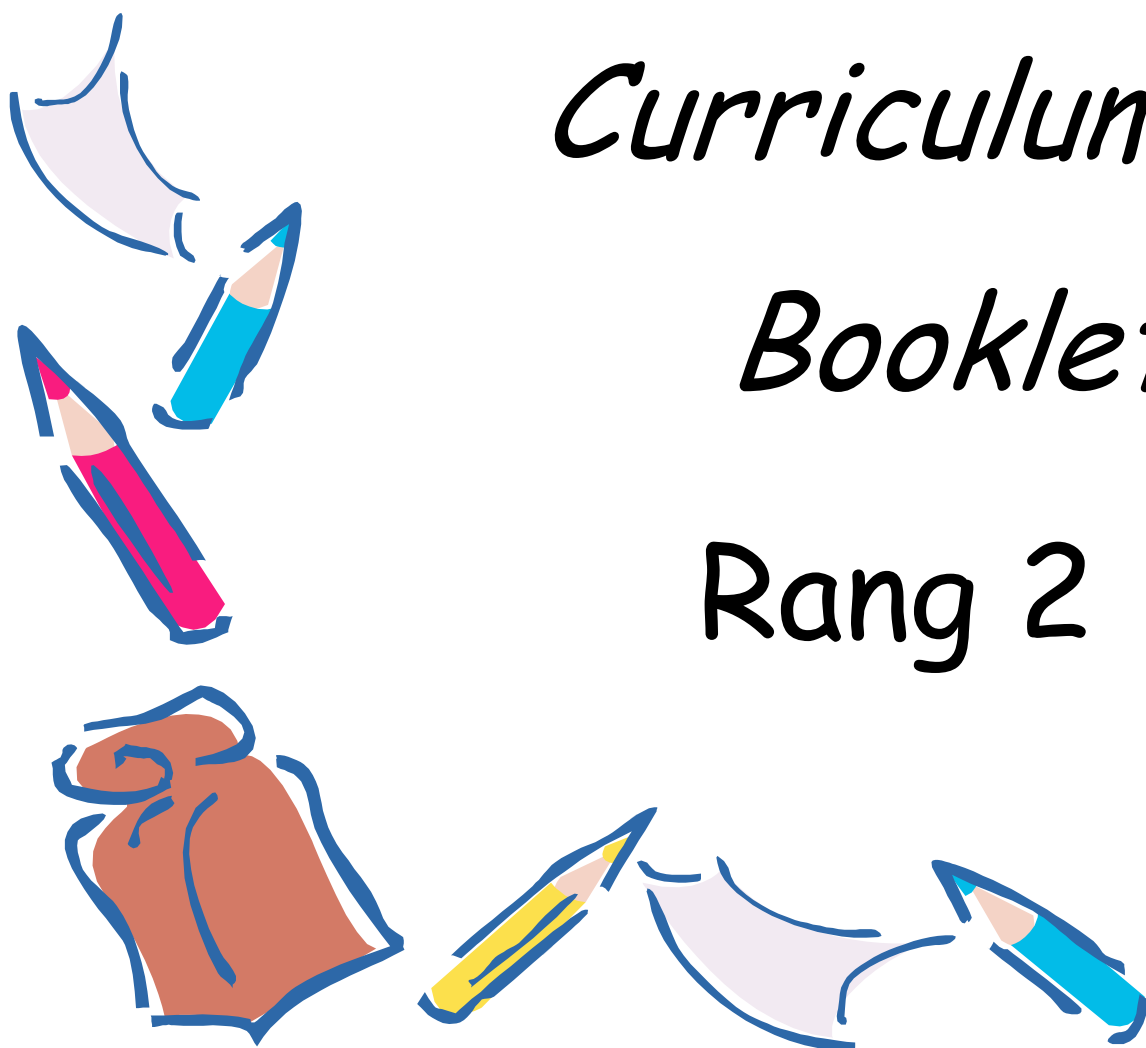




Leabhrán  
Curaclaim  
*Curriculum*  
*Booklet*  
Rang 2



## **Areas of learning in Rang 2**

- Language and Literacy
- Mathematics and Numeracy
- The Arts(Art, Music, Drama)
- The World Around Us
- Physical Development and Movement  
(Dance, Gymnastics, Games, Athletics  
and Fundamental Movement Skills)
- PDMU(Personal Development and  
Mutual Understanding)
- Religious Education

### ***Embedded into the curriculum:***

Assessment for Learning/ Learning through  
Play/ Thinking skills and personal  
capabilities/Using ICT (Information and  
Communications Technology.)

## Language and Literacy

Literacy focuses on developing each child's ability to understand and use language as an integral part of learning in all areas. Children need to interact effectively in the world around them, to express themselves creatively, to progress their learning of the wider curriculum and to communicate confidently using the four modes of language: talking and listening, reading and writing.

The development of effective language and literacy is crucial to living and learning. Language is used to communicate with people; to share and express feelings, to give and obtain information and understand ideas and develop thoughts. Children bring to school their own experiences of using language, both oral and written, in the home, preschool settings and local community. Children's language and literacy experiences should take place within a rich and stimulating environment. In Rang 2 we are encouraging interaction and the promotion of communication as a tool for learning.

We observe children's progress and use the information gathered to plan future learning experiences in order to develop effective talking, listening, reading and writing.

### Talking and Listening:

#### *How can you help?*

- *You can help to improve your child's talking and listening skills at home:*
- *Talk to your child to develop oral skills and vocabulary.*
- *Read and say nursery rhymes to develop rhyme awareness.*
- *Discuss interesting news stories with your child.*
- *Limit T.V to encourage more social interaction for your child.*
- *Discuss books / shows / outings with the children – this will help them to form opinions and will develop their oral communication skills.*
- *Play commercial listening games –many of which are accessible by searching on Google.*
- *Go on nature walks and listen to natural sounds in our environment.*
- *Play games e.g. "I spy", "I went to the market" and "Simon Says" etc.*
- *Visit bookshops and libraries encouraging your child to develop an interest in books. Talk about authors / characters / plots etc*

### Reading in R2

Children should be encouraged to develop a love of books and the disposition to read. As stories are read to them children should see the reader as a role model. They should listen to a range of interesting and exciting fiction, non-fiction, poetry and rhymes, retell familiar stories and share a wide range of books with adults and other children. As children begin to understand that print carries meaning they should also be encouraged to develop a curiosity about words, how they sound, the patterns within words and how they are composed.

**\*\*Reading experiences should be relaxed and enjoyable. \*\***

While the central purpose of reading is to gain meaning from print, children also need to be encouraged to develop a curiosity about words, their sounds, and patterns and how they are composed.

We need to establish a language-rich environment and model and share reading with the children, demonstrating that it is an active part in the process of constructing meaning. As a parent you are probably helping your child to be a proficient reader much more than you realise. Your home contains books, newspapers, magazines and catalogues and your child sees you reading and using printed materials to find things out e.g. in the telephone book, dictionary and menu's on a regular basis. From early on your child becomes subconsciously aware of the importance of being able to read.

In R2 your child learns to read through:

- Shared reading
- Guided reading
- Independent reading
- Story time – lead by teachers

In school we teach children how to read through guided and shared reading lessons. These are quality sessions, which focus on teaching strategies to help children meet the demands of unfamiliar texts – fiction and non-fiction. Your child will be learning to read through a range of reading schemes. (Collins Big Cat, Oxford Reading Tree, Dréimire, Duilleoga, Sraith Loch Lao, Clár Luathléitheoireachta).

Your child will usually bring one guided text home. The guided text will be at the children's instructional level and will have been introduced to the child. The extra readers help the child to practise his/her reading strategies, allowing them to experience satisfaction and realise that they are enjoyable to read. It is important for you to share these extra reader books with your child. Children will also have the opportunity to choose books to read in class from the class library.

In Rang 2, due to the acquisition of the Irish language, there is more of an emphasis placed on learning vocabulary through the use of flashcards and games in order to enhance consolidation and retention of vocabulary. This helps children to recognise words both within a sentence structure and when taken out of context. Children at times, will be able to read a passage, however this does not always mean they have fully understood what they have read. Further discussion and activities are therefore required in order to ensure the child has fully understood the book which he/she has read.

### **Phonics**

In Rang 2, we follow the 'Fonaic na Gaeilge' programme. Pupils develop their initial sound knowledge further and begin working on 'gutaí fada', e.g. á, é, í, ó, ú and digraphs. The sounds are taught in a specific order (following the Irish Linguistic Phonics Guidelines.) This enables children to begin blending sounds, building words and forming sentences when ready.

### **How can you help?**

- *Take a picture walk through stories discussing pictures and what the story may be about. Give time to discuss the book. Concentrate on enjoyment.*
- *\*\*Keep the experience relaxed, quiet and with the TV turned off.\*\**
- *Talk about the cover and read the title. Ask questions such as what do you think the book will be about, what sort of book is it, have you read a book like this before or by this author?*
- *Look through it together noticing its pictures, characters' names and any difficult words.*
- *Encourage your child to track – sound out each word one by one (reinforce left to right*
- *directionality of text and use a "reading finger" if necessary)*
- *Let your child try to work out problem words by searching the picture for a clue, sounding out the letters of the word or reading around the text to help them predict what the word may be. Tell your child the word if they become frustrated.*
- *Ask your child to retell the story or a favourite section.*
- *Stay calm and positive when your child is reading.*
- *Look out for book events in bookshops or story telling sessions in your local library.*
- *Buy books for birthday and Christmas presents.*

**\*\*\*Praise your child for trying!\*\*\***

### **Writing in R2**

In R2 children are given opportunities to experiment with their own written communication for their own purposes, using a range of writing materials such as pens, pencils, crayons and paint. They have opportunities to 'read' their own writing and know their writing is valued. As children begin to write with more competence they are helped to express their ideas clearly using their increasing vocabulary and knowledge of sentence structure. We provide specific modelling of the writing process through a range of writing forms for different purposes and audiences.

Children have access to a stimulating writing area with a variety of tools and media throughout the school day and are encouraged to 'write' during play and in every curricular area.

When writing, pupils should take time to form letters accurately and develop good writing habits, e.g. begin at the margin, write on the line, space words appropriately and read what they have written.

***How can you help?***

- *Be a writing model and encourage your child to write alongside you e.g. shopping lists, notes and birthday cards.*
- *Let your child write for real e.g. thank you letters, a get well card, postcards while on holiday etc*
- *Talk to your child about the writing he/she has done in school.*
- *Keep a selection of paper, felt tip pens, biros available.*
- *Don't criticise your child's mistakes – praise and encourage all efforts "Have a Go!!!"*

## Mathematics and Numeracy

### How can you help?

*We use maths every day. For example, we plan what to watch on TV, measuring, cooking, shopping and telling the time. Make the most of the opportunities that these everyday tasks present in terms of making maths useful, real and most of all fun for your child!*

- *Maths is not always about being right or wrong! Can your child explain their thinking when working things out? Don't panic if your child does their maths a different way!*
- *You don't have to be great at maths to help your child. You don't have to know all the answers either!*
- *As your child will have worked hard at school, remember to stop when he/she begins to lose interest.*
- *Try to work with your child when neither of you are tired or stressed, otherwise you may do more harm than good! You don't need much time...just a few minutes will do.*
- *If your way of working out something is different from your child's, allow your child to explain the method the teacher has taught. If in any doubt, talk to your child's teacher so that your child does not become confused.*
- *Encourage your child to 'have a go'. Resist the temptation to tell your child the answer as it is better to coax a response.*
- *Examples of making maths fun at home:*
  - *Shopping/Money:*  
*Recognising coins, how do we pay, count money in a purse.*
  - *In the Kitchen:*  
*Look at foods to discuss different shapes, count how many, which one is heavy/light?*

Throughout Rang 2, the following topics will be covered in **Mathematics:**

**Numeracy:**

Pattern:

- to devise and make a 2 colour pattern
- devise and make a mistake in a pattern
- copy and continue repeating patterns
- explore patterns in sets of two's
- make repeating patterns
- explore pattern in addition and subtraction

Counting:

- revise numbers 1-10
- count forwards to 30/backwards from 20
- focus on number 10-20
- one / two more than/less than
- recall addition facts
- cuisenaire values
- counting in 2's
- read and sequence numbers to 20
- explore components of and ways of partitioning sets of 5-10
- counting from various starting points within 20
- make sensible estimates of quantities within 10

Number:

- read, write and order numbers to 20
- explore number sequences
- ordinal number terminology
- consolidation of simple mental calculations
- 1more than/less than
- 2more than/less than

Addition

- explore and appreciate nature of addition
- complimentary addition
- patterns and addition within 20
- adding more than 2 numbers
- add 0,1 or 2 to a given number within 10
- recall doubles of all numbers within 20
- practical problem solving activities
- consolidation of number facts within 10

Subtraction:

- explore and appreciate nature of subtraction
- patterns and subtractions within 10-20
- subtract 0,1 or 2 from a given number within 10.
- quick recall of one less than/ subtract 1(within 20)
- quick recall of 0 from any number within 20.



### Money:

- use money in various contexts
- be familiar with coins in everyday use
- recognise coins to 50p in everyday use, simple shopping activities and games requiring change
- investigate ways of making different amounts of money

### Shape and space:

- explore & talk about shapes in environment
- build & make models/create pictures & patterns with 2D&3D shapes
- recognise various 2D(circle, square, triangle, rectangle) and 3D shapes(cone, cylinder, sphere, cube, cuboid)
- describe properties of a given shape
- sort collections of shapes in various ways
- explore movement through space indoors & outdoors
- understand & use positional language
- explore movement using beebot
- follow/give directions

### Handling Data:

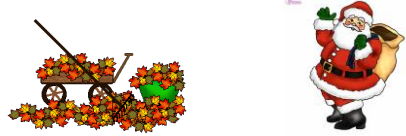
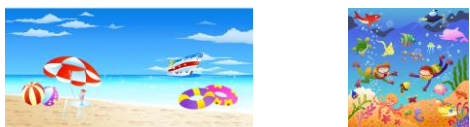
- Pictograms
- Venn/Carroll diagrams
- Tree diagrams
- Sorting for a given criteria

### Measures:

- Time: Significant times/O Clock/Half past/Seasons/Days of the Week
- Weight: Comparing & ordering 3 objects  
Find same weight
- Length: Comparing & ordering 3 objects  
Find same length
- Capacity: Holds more than/less than/same as  
Comparing & ordering 3 objects
- Make estimations and confirm with measurements

# Rang 2 World Around Us Topics

## Rang 2 Planner World Around Us

<p>Term 1a</p> <p>September - October</p>	<p><b>Myself / Halloween</b></p> 
<p>Term 1b</p> <p>November - December</p>	<p><b>Autumn / Christmas</b></p> 
<p>Term 2a</p> <p>January - February</p>	<p><b>Winter / Clothes</b></p> 
<p>Term 2b</p> <p>February - March</p>	<p><b>Spring / Growing</b></p> 
<p>Term 3a</p> <p>April - May</p>	<p><b>House &amp; Homes / Food</b></p> 
<p>Term 3b</p> <p>May - June</p>	<p><b>Seaside / Under the Sea</b></p> 

**\*\*\*We just played!\*\*\***

In accordance with *The Northern Ireland Curriculum* children in Rang 1 and 2 regularly engage in 'Structured Play' both indoors and outdoors. Connected Learning in Structured Play is carried out practically using water, sand, dough/clay, table top activities, a roleplay corner, construction equipment, small world apparatus, ICT activities, writing activities and creative activities. Each area/activity is planned and carried out in order to achieve learning intentions as set by the curriculum.

**Important Points To Remember**

**Dinner money**

Dinner money must be paid on time.

Dinner money must be in an envelope with the child's name and the days they wish to have a dinner clearly stated on it.

Siblings can pay dinner money on a child's behalf. Please write details on an envelope.

Club is available for Rang 1 and Rang 2 at a cost of 50p per day between 2pm and 3pm. Please send a small snack with your child.

**Care of Clothing**

Please label **all clothing**, especially jumpers, plimsolls and tracksuits.

**Head Lice**

Please inform class teacher **A.S.A.P** if your child is affected.

Notification (with no names) will be sent out to inform other parents.

**School Office**

Please check for:

Data Capture Forms

Medical forms

Internet Permission Forms

Photo permission forms (so we know if your child is allowed to have their photograph printed in newspapers, magazines and the Internet / School Website.)

**Break/Lunch**

We encourage healthy eating at all times.

At the cost of £1 per week at break time, children receive the following:

Fruit

Toast

Water or Milk only

**Break time is part of the National Curriculum with pupils developing social skills, motor skills and organisation skills during this time.**

### Pick Up

R2 parents/ guardians must collect pupils from outside the correct door at **2pm**.

Please inform the class teacher if there are any changes to the normal arrangements for the collection of your child;

- Someone different from the usual person picking up your child;
- Your child is attending after school club;
- Someone is picking up your child instead of going on the bus or vice versa;
- Your child is getting off the bus at a different location.

### Jewellery

Stud earring only – One stud in each ear lobe – girls only

No rings/bracelets

Hair tied back

### First Aid

Cuts are cleaned using water.

Serious cuts or accidents – parents are informed at once (***important to ensure that the school have a record of up to date contact details***)

If a child receives a bump on the head, parents will be informed.

Plasters **cannot** be administered in school. If your child requires medication, please send a written note giving permission and include details of quantities or times.

### Homework

**2 nights Literacy**

**2 nights Numeracy**

Ongoing homework: Reading

Try to resist the temptation of correcting your child's homework/giving/writing answers. Instead prompt them with direction such as "Show me how you got that again?" or "Are you happy that is correct?" It is important to reassure your child that we **learn from our mistakes**. This is an indication to the teacher that the child requires further assistance in understanding in this particular area. The teacher will therefore revisit this area with the child and endeavour to improve their understanding and performance to the best of the child's ability.

### P.E Days

Múinteoir Gemma's Class- Tuesday and Thursday

Thank You!

Múinteoir Gemma Brolly