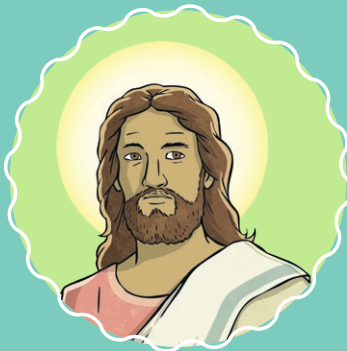


Northern Ireland Key Stage 2 Curriculum Overview



Language and Literacy



Talking and Listening

Pupils should be enabled to:

- listen to, discuss and respond to texts from both traditional and digital sources including fiction, poetry, drama and media texts;
- draw on personal experiences, memories, imagination, literature and the wider curriculum to tell, retell and interpret stories in various ways;
- contribute to cross-curricular group and class discussions;
- participate in group discussions, displaying knowledge and understanding of the conventions of such discussions and showing they can follow them;
- share and respond to ideas, arguments and viewpoints, evaluating using supporting evidence and reason;
- devise, voice and respond to instruction, guidance and direction;
- participate in a range of cross-curricular drama activities;
- draw on personal experiences, memories, imagination, literature and the wider curriculum to improvise dramatic scenes;
- describe and discuss real and imagined experiences and situations;
- show an awareness of audience and of appropriate digital technology when preparing and giving short spoken presentations to a familiar group;
- compose and ask relevant questions to seek information and elicit views and feelings from an interviewee;
- engage in discussions with people in a variety of formal and informal situations;
- speak audibly, varying register and voice according to audience and to purpose;
- read aloud, emphasising the meaning of what they have read by inflecting appropriately and through expression;
- recognise and talk about the features of spoken language, including formal and informal language, dialect differences and colloquial speech.

Reading

Pupils should be enabled to:

- engage in modelled, shared, paired and guided reading activities;
- read, explore, understand and make use of a wide variety of traditional and digital texts;
- participate in sustained, independent and silent reading sessions for enjoyment and for information;
- expand the range of texts they read and develop their own preferences;
- find, choose and evaluate traditional and digital

sources to communicate information related to a specific task;

- display their understanding of texts in a variety of ways, including visually, dramatically, digitally and orally;
- contemplate, interpret and converse about texts, recognising how language can be manipulated for effect, for example puns, jokes, slogans, advertisements and word puzzles;
- begin to be conscious of the different ways that information, ideas and events are presented by media;
- use inference, logic, and deduction to support their responses, referencing the text;
- reassess or review their initial response to texts, with the benefit of hindsight and information gained subsequently;
- read aloud to peers and adults from prepared texts, including those they have written, using inflection to convey meaning;
- use a variety of validating strategies to attempt unfamiliar words when reading;
- deploy a range of reading skills, including skimming, scanning, reviewing and recalling.

Writing

Pupils should be enabled to:

- engage in modelled, shared, guided and independent writing activities, including digital composition;
- talk about the layout and design of different texts and use these appropriately within their own writing;
- investigate rhymes, rhythms, verse structure and different kinds of word play and dialect;
- choose, plan and use appropriate style and form when writing for a range of purposes and audiences;
- know how to improve their writing through effective planning, revising and redrafting;
- convey thoughts, emotions and opinions in imaginative and factual writing;
- establish mood and create effect through the use of a range of stylistic features;
- begin to exhibit their own personal style;
- use traditional and digital resources to generate, organise, hone and present ideas;
- combine text, sound and / or graphics in presentations;
- understand the disparities between spoken and written language;
- use a range of spelling strategies and skills to write words correctly;
- develop increasing aptitude in the use of grammar and punctuation to convey meaning clearly;
- develop a legible and swift handwriting style.

Mathematics and Numeracy



Processes in Mathematics:

Making and Monitoring Decisions

Pupils should be enabled to:

- progressively take responsibility for choosing and employing the materials and mathematics required to complete tasks;
- identify and gain the information necessary for an activity, suggesting appropriate sources to obtain the information from;
- plan and organise their work, learning to work in a thorough and systematic way;
- develop an array of problem-solving strategies, exploring possible ways to surmount difficulties.

Processes in Mathematics:

Communicating Mathematically

Pupils should be enabled to:

- understand and use mathematical language to discuss their work and clarify their thinking;
- compare their ideas and methods of working with those of their peers;
- use appropriate symbols and diagrams to interpret situations mathematically;
- clearly present data and results.

Processes in Mathematics:

Mathematical Reasoning

Pupils should be enabled to:

- identify general patterns and relationships and make predictions relating to them;
- compose, ask and answer open-ended questions and describe their thinking;
- understand and make general statements;
- test and check results and establish whether they are reasonable.

Number: Understanding Number and Number Notation

Pupils should be enabled to:

- count, order, read and write whole numbers;
- acquire an understanding of place value to include up to two decimal places and use this developing understanding to multiply and divide numbers by 10, 100;
- approximate and make reasonable estimates when solving calculations or problems;
- understand and use vulgar fractions, decimal fractions and percentages and investigate how they are linked and the relationships between them;
- understand and use negative numbers in context.

Number: Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- explore and predict patterns and sequences of whole numbers, follow and formulate rules for

generating sequences;

- understand and use multiples and factors;
- know and use the terms prime, square and cube in relation to numbers;
- understand the concept of inverse operations;
- use simple relationships expressed in practical, numerical and spatial situations, interpret and generalise these;
- know how simple function machines work and use them;
- realise that an unknown number can be represented by a letter.

Number: Operations and their Applications

Pupils should be enabled to:

- be aware of and develop strategies to add and subtract mentally;
- know and use the multiplication facts up to 10×10 ;
- participate in a variety of different activities to enhance understanding of the four operations of number;
- develop awareness of the use of brackets;
- add and subtract with up to two decimal places;
- multiply and divide decimals by whole numbers;
- use mathematical operations to solve problems.

Number: Money

Pupils should be enabled to:

- solve problems involving money by using the four operations;
- talk about the value of money, ways to keep money safe, how goods can be paid for and the necessity of budgeting;
- organise and plan for the saving or spending of money;
- prioritise spending with a limited supply of money, know how to access best buys;
- talk about other currencies, including the Euro.

Measures

Pupils should be enabled to:

- build skills in estimating a range of measurements (length, weight, volume/capacity, time, area and temperature);
- be aware of the continuous nature of measurement and of the importance of accurate measurement;
- understand the relationship and links between units and use knowledge to convert one metric unit to another;
- use the four operations to find solutions to measure problems;
- know how to calculate the perimeter, area and volume of simple shapes;
- understand the concept of scale in relation to simple maps and drawings;
- recognise times on the analogue and digital clock and comprehend the relationship between the 12 and 24-hour clocks;
- use and interpret timetables.

Shape and Space: Exploration of Shape

Pupils should be enabled to:

- construct a variety of regular and irregular 2D shapes, group and classify these after investigating properties such as angles and sides, identify line and rotational symmetry, reflect shapes in a line, investigate tessellations, name and list properties of common 2D shapes, begin to understand congruence in 2D shapes;
- build 3D shapes, explore the number of faces, edges and vertices on these shapes, name and discuss properties of common 3D shapes, investigate the links between 2D and 3D shapes.

Shape and Space: Position, Movement and Direction

Pupils should be enabled to:

- understand the concept of angle in the context of turning, identify right angles;
- recognise and understand clockwise and anti-clockwise movement;
- know the eight points of the compass;
- be introduced to and experiment with a programming language and use it to create patterns and pictures and to produce shapes;
- extend vocabulary related to line and angle;
- identify acute, obtuse and reflex angles;
- explore angles in triangles and quadrilaterals;
- measure and draw angles up to 360° ;
- use co-ordinates to plot and draw shapes in the first quadrant.

Handling Data: Collecting, Representing and Interpreting Data

Pupils should be enabled to:

- gather, classify, record and present data obtained from a variety of meaningful activities and situations, using graphs, diagrams, tables and UICIT;
- reflect on and explain their approach and their work through oral and written means; form conclusions;
- read and interpret a wide range of tables, lists, graphs and diagrams;
- make and interpret frequency tables, including those for grouped data;
- create and use a data collection sheet, interpret results, enter information in a database or spreadsheet, question and interpret the results;
- understand how to find the mean and range of a set of discrete data and calculate these averages.

Handling Data: Introduction to Probability

Pupils should be enabled to:

- familiarise themselves with the language of probability and use it appropriately;
- think about the possible outcomes of simple random events;
- understand that there can be degrees of uncertainty about potential outcomes while the outcomes of others will be certain or impossible;
- order events by 'likelihood';
- understand the concept of even chance and identify whether events are more or less likely than this.

The Arts



Art and Design

Pupils should be enabled to:

- participate in observation and investigation, respond to first-hand experience, imagination and memory;
- gather, study and choose resource material to stimulate and help develop ideas;
- explore and discuss pieces by artists, designers and craftworkers from their own and other cultures, appreciate artistic and craft methods used, respond to inspiration by generating their own ideas and engaging in informed art making;
- further their understanding of the visual elements of line, tone, colour, shape, form, space, pattern and texture to convey their ideas;
- Reflect on and evaluate their own work and that of others, consider how it was made, explain and discuss their ideas, highlight difficulties, review and modify work to find possible solutions;
- use a variety of materials, media, processes and tools including: drawing, painting, malleable materials, printmaking, textiles and three-dimensional construction, choosing the most appropriate for the realisation of their ideas and plans.

Music

Pupils should be enabled to:

- invent musical stories, patterns, pictures, accompaniments and conversations by working creatively with sound and exploring methods of preserving the music they have made;
- sing and play simple instruments by ear, from memory or from notation to develop vocal and manipulative control;
- listen and respond to a range of music, made by themselves and by others, reflecting on and discussing a variety of characteristics within musical creations and performances.

Drama

Pupils should be enabled to:

- enhance their understanding of the world by participating in a variety of creative and imaginative role play situations;
- through the use of drama as a starting point and safe environment, explore their own and others' feelings about a range of cultural and human issues, negotiating situations both in and out of role;
- develop a range of drama strategies to include hot seating, freeze frame, tableau, thought tracking and conscience;
- adapt dramatic skills appropriately to audience, context, task and purpose by means of voice, gesture, facial expression and movement through basic exploration of a particular role and by structuring dramatic activity to convey the meaning to the chosen audience.

The World Around Us

History, Geography, Science and Technology



Interdependence

Pupils should have opportunities to explore:

- how people interact in the world;
- how living things depend on each other within the natural world;
- the interdependence of people and the environment and how advances in transport and communications accelerated this over time;
- how humans have affected the natural and built environment over time.

Place

Pupils should have opportunities to explore:

- the influence and effect of place on animal and plant life;
- adaptations of living things to environment and the ways in which they depend on features and materials in the environment;
- features of places and variations between them, to include physical geography, climatic features and living things;
- the universe and our place in it;
- how places have changed over time;
- the positive and negative impact that people and natural events have had on place over time.

Movement and Energy

Pupils should have opportunities to explore:

- the causes and effects of energy, forces and movement;
- issues impacting on the movement of people and animals;
- the acceleration of movement by human and natural events such as war, famine, floods and earthquakes;
- how movement can alter places, impact on people and interdependence and have positive and negative effects.

Change over Time

Pupils should have opportunities to explore:

- the nature of change as a feature of the human and natural world and the potential personal consequences and effects on the world around us;
- different ways in which change takes place in the natural and physical world, over shorter and longer periods of time;
- the global dimension of change, its positive and negative consequences and how people influence these changes.

PDMU



Personal Understanding and Health

Pupils should be enabled to explore:

- self-esteem, self-confidence and how we develop as individuals;
- the management of a range of their own and others' feelings and emotions;
- effective learning strategies;
- ideas and strategies for keeping healthy, for growth and for wellbeing;
- coping mechanisms and strategies for staying safe within their environment.

Mutual Understanding in the Local and Wider Community

Pupils should be enabled to explore:

- ways to initiate, develop and preserve mutually satisfying relationships;
- human rights and social consciousness and responsibility;
- causes of conflict and potential responses;
- the importance of valuing and celebrating cultural difference and diversity;
- embracing meaningful roles as active parts of the life of the community;
- concern and awareness about the wider environment.

Physical Education



Athletics (the basis of running/jumping/throwing)

Pupils should be enabled to:

- participate in physical activities and challenges (using a variety of equipment) that enable them to learn, understand and continue to develop the core skills of running, jumping and throwing (in cooperative and competitive situations and contexts);
- improve performance by progressing from simple running, jumping and throwing activities to participation in increasingly difficult and personally challenging activities;
- practise long and short distance running techniques;
- practise jumping to achieve height or distance;
- practise throwing from a stationary position to a controlled run-up in order to achieve better accuracy or increase distance;
- measure and gauge personal performance in a range of ways.

Dance

Pupils should be enabled to:

- show progression through the development of structured, sequenced and coordinated movement and the ability to vary speed, direction and space;

- work individually, in pairs, trios, small groups or larger groups to show progression and development of movement;
- explore ways that space levels, direction, speed and strength can be used more effectively;
- move with improved control, coordination and poise;
- communicate and convey ideas and emotions through movement and gesture;
- use a range of stimuli to choreograph sequences of movement, rehearse them and perform before an audience;
- create dances with clear beginnings, middles and ends;
- perform a selection of simple folk dances.

Games (Sending/Receiving/Travelling)

Pupils should be enabled to:

- further their understanding of and engage in small-sided, adapted and mini-games;
- build cooperative and competitive play skills and improve handling, hitting and kicking skills through participation in these games;
- build control in running, jumping, changing speed, stopping and starting with and without small equipment;
- advance their handling, hitting and kicking skills using a range of equipment and an opponent;
- take part in simple games that involve both individual and cooperative play.

Gymnastics

Pupils should be enabled to:

- develop enhanced control over their body, show increased variety and quality of movement;
- move from working individually to contributing to activities involving pairs, trios, small and whole groups;
- explore, rehearse and polish a variety of movement skills, to include travel, flight, rolling, balance, the transference of weight (including on hands), twisting, turning and stretching.

Swimming

Pupils should be enabled to:

- develop basic swimming and personal survival skills;
- be aware of the importance of personal hygiene in relation to pool use;
- progress from using an aid for swimming to using recognised swimming strokes with increasing confidence and competence and without aids.

Using ICT



Pupils should be enabled to:

Explore

- access, choose, interpret and research information from safe and reliable sources;
- predict, problem-solve and investigate by interacting with digital devices and tools.

Express

- responsibly create, edit, present and publish ideas and information using a range of digital media; use skills and resources to produce multimedia products.

Exchange

- communicate safely and responsibly using a range of digital methods and tools, identify ways to communicate and develop ideas digitally.

Evaluate

- discuss, review and improve their work, reflecting on both the process and results, consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

- use ICT safely and responsibly to manage and present stored work to showcase cross-curricular learning.

Religious Education



Pupils should be enabled to:

- develop an awareness, knowledge, understanding and appreciation of the Bible as God's Word and an ability to interpret and relate the Bible to life;
- develop an awareness, knowledge, understanding and appreciation of the wonder and variety of creation, the biblical account of the creation and fall, of God's covenant with his chosen people and of their expectations of the promised Messiah;
- develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit) and about the life of Jesus;
- develop an awareness, knowledge, understanding and appreciation of the growth and spread of Christianity, of its forms of worship, prayer and religious language;
- display a growing awareness of the meaning of belonging to a Christian tradition;
- show sensitivity to the beliefs of others;
- develop the ability to reflect on morality and moral issues, to relate the moral principles of Christianity to their own lives and to recognise the values and attitudes that may influence behaviour.

Respect for God, respect for self, respect for others, and respect for the environment.

Thinking Skills and Personal Capabilities



There are five strands in The Thinking Skills and Personal Capabilities Framework. These are:

Managing Information

asking, retrieving, choosing, recording, integrating, communicating

Thinking, Problem-Solving and Decision-Making

looking for meaning, increasing understanding, resilience in the face of challenge

Being Creative

imagining, making, innovating, taking risks for learning

Working with Others

collaboration, sensitivity to the feelings of others, fairness and responsibility

Self-Management

ability to reflect on and evaluate strengths and weaknesses, set targets and goals, organisational skills

All parts of the Northern Ireland Curriculum emphasise the importance of the development of these skills and capabilities, for creative and critical thinking and the development of personal and interpersonal dispositions in a changing world.