



# **St Teresa's Primary School Lurgan**

**Curriculum Overview  
2022 – 2023  
Primary 7  
Mr Barrett**

### Religious Education

<ul style="list-style-type: none"> <li>• Theme 1: God is Always With Us</li> <li>• Theme 2: Jesus</li> <li>• Theme 3: Our Christian Vocation</li> <li>• Seasonal Lesson 1: Death &amp; Eternal Life</li> <li>• Theme 4: Advent &amp; Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 5: Conscience</li> <li>• Theme 6: Social Justice</li> <li>• Seasonal Lesson 2: Lent</li> <li>• Seasonal Lesson 3: Remembering St Patrick</li> <li>• Theme 7: Holy Week &amp; Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 9: We Are Called to Love &amp; Serve the Church</li> <li>• Theme 10: The Mass</li> <li>• Seasonal Lesson 4: Mary, Mother of Jesus</li> </ul>
<ul style="list-style-type: none"> <li>• Theme 8: The Holy Spirit (Preparation for Confirmation / Ceremony of Confirmation)</li> </ul>		

### Language and Literacy

Phonics/Spelling	Talking & Listening	Reading	Writing
<ul style="list-style-type: none"> <li>• Identify mis-spelt words in own writing</li> <li>• Keep individual word lists</li> <li>• Use known words as a basis for spelling others</li> <li>• Use independent spelling strategies</li> <li>• Use word roots, prefixes and suffixes as support for spelling</li> <li>• Continuation with the linguistic phonics programme from previous years</li> <li>• Revise and consolidate the word endings – oa, ow, er, ee, igh, tion, sion, sion, ay, e, oo, aw, ible/able, ant/ent, ance/ence, u, s, l, i, ary/ery/ory, tial/cial, ture/sure, u-e</li> <li>• Revise and consolidate the digraphs – ph, kn, wr, j, t, ch/tch, sh/s, oy</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to a range texts through the use of traditional and digital resources</li> <li>• Tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum</li> <li>• Participate in group and class discussions for a variety of purposes and know, understand and use the conventions of group discussion</li> <li>• Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals</li> <li>• Formulate, give and respond to guidance, directions and instructions</li> <li>• Participate in a range of drama activities and improvise a scene</li> <li>• Describe and talk about real experiences and imaginary situations</li> <li>• Prepare and give a short oral presentation to a familiar group</li> <li>• Identify and ask appropriate questions to seek information, views and feelings</li> <li>• Talk with people in a variety of situations</li> <li>• Read aloud, expressing thoughts and feelings and emphasise the meaning of what they have read</li> <li>• Recognise and discuss features of language</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in modelled, shared, paired and guided reading experiences</li> <li>• Read, explore, understand and make use of a wide range of traditional and digital texts</li> <li>• Engage in sustained, independent and silent reading for enjoyment and information</li> <li>• Extend the range of their reading and develop their own preferences</li> <li>• Use traditional and digital sources to locate, select, evaluate and communicate information</li> <li>• Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital</li> <li>• Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention</li> <li>• Begin to be aware of how different media present information, ideas and events in different ways</li> <li>• Justify their responses logically, by inference, deduction and/or reference to evidence in the text</li> <li>• Reconsider their initial response to texts in the light of insight and information from rereading</li> <li>• Read aloud to the class or teacher from prepared texts and use a range of cross-checking strategies to read unfamiliar words in texts</li> <li>• Use a variety of reading skills for different reading purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in modelled, shared, guided and independent writing including on-screen</li> <li>• Discuss various features of layout in texts and apply these, as appropriate, to own writing</li> <li>• Experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect</li> <li>• Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form and use the skills of planning, revising and redrafting to improve their writing, including digitally composed work</li> <li>• Express thoughts, feelings and opinions in imaginative and factual writing</li> <li>• Use a variety of stylistic features to create mood and effect and begin to formulate their own personal style</li> <li>• Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics</li> <li>• Understand the differences between spoken and written language</li> <li>• Use a variety of skills to spell words correctly</li> <li>• Develop increasing competence in the use of grammar and punctuation to create clarity of meaning</li> <li>• Develop a swift and legible style of handwriting.</li> </ul>

## Mathematics and Numeracy

Processes	Number	Measures	Shape and Space	Handling Data
<ul style="list-style-type: none"> <li>• Take increasing responsibility for selecting and using the materials and the mathematics required for their work</li> <li>• Identify and obtain the information required for a task</li> <li>• Plan and organise their work, learning to work systematically</li> <li>• Develop a range of strategies for problem-solving</li> <li>• Understand mathematical language and use it to discuss their work and explain their thinking</li> <li>• Compare their ideas and methods of working with others</li> <li>• Interpret situations mathematically using appropriate symbols or diagrams</li> <li>• Present information and results clearly</li> <li>• Recognise general patterns and relationships and make predictions</li> <li>• Ask and respond to open-ended questions and explain their thinking</li> <li>• Check results and consider whether they are reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value, ordering and rounding</li> <li>• Multiply and divide decimals by 10, 100 and 1000 including decimal numbers</li> <li>• Develop calculator skills</li> <li>• Identify and use appropriate operations to solve word problems involving number, quantities and money</li> <li>• Estimate and approximate in relation to calculations and problems</li> <li>• Understand and use vulgar fractions, decimal fractions and percentages and recognise the relationship between them</li> <li>• Understand and use +/- numbers</li> <li>• Understand, use and know multiples, factors, prime, square, cube, function machines, inverse operations, letters for numbers, x facts to 12</li> <li>• Develop mental strategies to +, -, x, ÷</li> <li>• Discuss the value of money, how to keep it safe and budgeting</li> <li>• Discuss the need for saving and planning ahead, prioritising money and also foreign currency.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in estimation of length, weight, volume/ capacity, time, area and temperature</li> <li>• Appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy</li> <li>• Understand the relationship between units and convert one metric unit to another, use the four operations to solve problems</li> <li>• Calculate perimeter and the areas and volumes of simple shapes</li> <li>• Understand and use scale in the context of simple maps and drawings</li> <li>• Recognise times on the analogue and digital clocks and understand the relationship between the 12 and 24-hour clocks</li> <li>• Use timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a range of regular and irregular 2-D shapes, classify these through and recognise line and rotational symmetry, reflect shapes in a line, explore tessellations, name and describe common 2-D shapes, begin to understand congruence in 2-D shapes</li> <li>• Construct 3-D shapes, investigate the number of faces, edges and vertices on these shapes</li> <li>• Name and describe 3-D shapes and explore the relationship between 2-D and 3-D shapes</li> <li>• Understand the notion of angles turning, clockwise and anti-clockwise, know the eight points of the compass and recognise right angles</li> <li>• Use Logo/Scratch to understand movement and turning and to programme it to create pictures, patterns and shapes</li> <li>• Develop language associated with line and angle, recognise properties of acute, obtuse and reflex angles, investigate angles in triangles and quadrilaterals, measure and draw angles up to 360°</li> <li>• Plot coordinates and draw shapes in the first quadrant</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, classify, record and present data, using graphs, tables, diagrams and ICT software</li> <li>• Explain their work orally and/or through writing and draw conclusions</li> <li>• Interpret a wide range of tables, lists, graphs and diagrams, create and interpret frequency tables, including those for grouped data</li> <li>• Design and use a data collection sheet, interpret the results, enter information in a database or spreadsheet, and interrogate and interpret the results</li> <li>• Understand, calculate and use the mean, mode, median and range of a set of discrete data</li> <li>• Use the language of probability</li> <li>• Understand possible outcomes of simple random events</li> <li>• Place events in order of 'likelihood'</li> <li>• Understand and use the idea of 'evens' and know whether events are more or less likely than this.</li> </ul>

## The Arts

Music	Drama	Art and Design
<ul style="list-style-type: none"> <li>• Sing and perform with simple instruments (recorder) from memory, by ear or from notation to develop vocal and instrumental skills</li> <li>• Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created</li> <li>• Listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations</li> <li>• Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role</li> <li>• Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience</li> <li>• Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with observing, investigating, and responding to first hand experiences, memory and imagination</li> <li>• Collect, examine and select resource material to use in the development of ideas</li> <li>• Look at and talk about the work of artists, designers and craft workers from their own and other cultures</li> <li>• Appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making</li> <li>• Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas</li> <li>• Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions</li> <li>• Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions</li> </ul>

## The World Around Us

Geography	History	Science and Technology
<ul style="list-style-type: none"> <li>• Examine some of the ways people affect/conserve the environment both locally and globally</li> <li>• Discover how we might act on a local or global issue</li> <li>• Compare people and places.</li> <li>• Compare weather in the local area to places that experience very different weather conditions – extending to include the effect of extreme weather conditions on people and places</li> <li>• Examine the effects of a lack of basic resources in a place and on people's lives</li> <li>• Explore the consequences of change through investigating global issues</li> <li>• How movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods;</li> <li>• Positive and negative consequences of movement and its impact on people, places and interdependence.</li> <li>• develop awareness of world hunger and contributing factors;</li> <li>• understand the role of relief in supporting countries affected by famine</li> <li>• consider how they themselves can make a difference.</li> <li>• explore change in places over time</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways in which the use of natural resources through time has affected the local and global environment</li> <li>• Explore movement of people in the past such as Irish emigrants during the Famine</li> <li>• Explore reasons for and effects of historical events</li> <li>• Explore places then and now and how our identity, way of life and culture has been shaped by influences from the local and wider world</li> <li>• Discover the origins and traditions of our own and other cultures – Jesse Tree</li> <li>• Investigate the life of a famous person, family or building in the past</li> <li>• Explore some of the characteristics of past societies and distinctive features of life in the past and how the world has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Discover why materials are chosen for their use and recognise the similarities and differences between them</li> <li>• Group and classify textiles</li> <li>• Finding out about types of materials and where they are used</li> <li>• Track a textile from raw material to product</li> <li>• Research textile industries in Northern Ireland</li> <li>• Consider the advantages and disadvantages of particular textiles</li> <li>• Identify the changes in plants /foods as influenced by seasonal change</li> <li>• Explore food chains</li> <li>• Investigate how some materials can change or decay while others do not</li> <li>• Explore how waste can be reduced, reused or recycled and how this can be beneficial</li> </ul> <p>How change is a feature of the human and natural world and may have consequences for our lives and the world around us;</p> <ul style="list-style-type: none"> <li>• Ways in which change occurs over both short and long periods of time in the physical and natural world;</li> <li>• The effects of positive and negative changes globally and how we contribute to some of these changes.</li> </ul> <p>Finding out about types of materials and where they are used</p>

### Personal Development and Mutual Understanding

<b>Personal understanding and Health</b>	<b>Mutual understanding</b>
<ul style="list-style-type: none"> <li>• Develop self-awareness, self-respect and self-esteem</li> <li>• Develop an understanding of the importance of leading a healthy lifestyle</li> <li>• Develop their knowledge on the harmful affects of tobacco, alcohol, solvents and other illegal substances</li> <li>• Develop their knowledge and strategies for keeping safe</li> <li>• Develop confidence in utilising strategies for resisting unwanted peer/sibling pressure and behaviour</li> <li>• Develop effective learning strategies</li> <li>• Develop their ability to manage their feelings and emotions and their ability to correctly respond to the feelings and emotions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Explore relationships and roles within the family and friends</li> <li>• Explore relationships and roles within our school</li> <li>• Explore relationships and roles in the community and wider world</li> <li>• Examine ways in which conflict can be causes and how it can be resolved</li> <li>• Explore and value cultural difference and diversity within NI and the wider world</li> <li>• Explore the rights and responsibilities of themselves and others</li> <li>• Explore the need for rules in school, at home, in our community and in the world</li> <li>• Understand the concept of inequality as it relates to food and hunger</li> </ul>
<ul style="list-style-type: none"> <li>• BOUNCE Programme with Barnardo's (Resilience)</li> <li>• Rights Respecting Programme (Me, You, Everyone)</li> </ul>	

### Physical Education

<b>Swimming</b>	<b>Ulster Council Coaching</b>
<ul style="list-style-type: none"> <li>• Develop basic swimming and personal survival skills</li> <li>• Understand the importance of personal hygiene in relation to pool use</li> <li>• Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the generic physical literacy skills of pupils through participation in enjoyable physical activities.</li> <li>• Raise pupils' self confidence and self-esteem, their motivation to learn and their achievements in other curricular areas particularly literacy, numeracy and World Around Us.</li> <li>• Importance of sustaining health, growth and wellbeing as well as building an awareness of the importance of a healthy diet and active lifestyle.</li> <li>• Develop resilience and mental toughness through practical games and workshop delivery.</li> </ul>

### ICT

<ul style="list-style-type: none"> <li>• Children will have an opportunity to develop and enhance their ICT skills through the use of iPads, laptops, Clevertouch and the effective use of apps and other ICT programs throughout the year.</li> </ul>
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