



# Scheme of work

## Grade 2

## Term 2



# English

## Unit 1

Our first unit, 'Tales from around the world' focuses on fictional writing about world stories. The unit is based around the book 'The bear who lost his tail' and 'Yoshi the stone cutter'. Pupils will be encouraged to talk about, read and write about versions of traditional tales from North America and Norse cultures, and Japan. They will give opinions, retell and innovate texts to create their own versions. The focus will be upon character, setting, impact of vocabulary and story shape are addressed. We finish the term by composing poetry about nature. Pupils will learn and recite some poems looking at shape, rhythm and rhyme, before writing their own.

### Aims and Objectives:

**By the end of the unit, pupils will be able to:**

- read and follow traditional tales from a range of cultures with increasing fluency, expression and understanding
- identify and describe story settings and characters recognising that they may be from different times and places
- recognise some features of traditional tales
- recognise and use story openings and predict story endings
- comment on vocabulary choices and what impact they make within stories
- develop stories with a setting, characters and a sequence of events and recognise that stories have different shapes
- begin to use dialogue in retelling and writing stories and punctuate accurately
- find answers to questions by reading a section of text
- extend experiences and ideas through role play.
- write poems based on a model and begin to self-assess their work by re-reading and reflecting
- extend experiences and ideas through role play
- show awareness of poets speaking in different voices and try out different ways of speaking.

### Skills Development

**During the course of this unit, pupils will:**

- continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes
- identify syllables and split compound words into parts
- spell words with common prefixes e.g. un, dis
- use the past and present tense accurately
- develop their vocabulary (e.g. similes) and choose interesting words and phrases (e.g. adjectives) to describe people and places
- write compound sentences using common conjunctions e.g. and, so, but, or, because
- speak with increased fluency and confidence and demonstrate 'attentive listening'.
- develop their vocabulary and choose powerful words and images
- practise their handwriting (joining) and typing skills where appropriate
- speak with increased fluency and confidence to recite favourite poems.

## **Unit 2**

After half term, our next unit, 'Things under the sea' focuses on non-chronological reports. Pupils will read information and present in different ways. They will begin to make notes, summarise and use the information in talking and writing. **The unit will draw together different strands of non-fiction texts that pupils have been looking at during the year.** We then move on to a fictional piece of writing linked to 'Things under the sea' drawing together everything the pupils have already learnt about story writing.

### **Aims and Objectives:**

#### **By the end of the unit, pupils will be able to:**

- read aloud with increasing accuracy, fluency and confidence
- recognise key features of non-chronological report texts
- write a report text based on a model
- organise their ideas into sections or paragraphs with headings
- answer questions based on texts, charts and diagrams
- identify key words, summarise and make notes from simple texts
- find information using texts that are in print and on screen.

### **Skills Development:**

#### **During the course of this unit, pupils will:**

- continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes focusing on /oi/, /ow/, /air/, /ear/ and /er/
- recognise and spell an increasing number of common words
- organise words into alphabetical order according to the first letter
- write in the present tense
- begin to use 'because' to join sentences
- practise their handwriting and begin to join letters
- speak with increased fluency and confidence and listen with improved engagement.

### **Assessment:**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your pupils is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your pupils.

At the end of the year, pupils will complete a standardised based assessment: GL Assessment - Progress Test in English.

**Support at home:**

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well as listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



# Maths

## Unit 1

Our first unit of learning will continue with Multiplication and Division for two weeks, focusing more on the division and grouping. Pupils will be using their multiplication facts to help them divide.

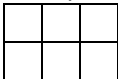
### Learning Objectives:

#### **Multiplication and Division**

- Count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers
- Begin to count in small constant steps such as threes and fours.
- Learn and recognise multiples of 2, 5 and 10.
- Understand multiplication as repeated addition and use the x sign.
- Understand multiplication as describing an array.
- Understand division as grouping and use the  $\div$  sign.
- Make sense of simple word problems.

#### **Support at home**

- In the supermarket (and at home) look out for things that come in packets of two, five or ten and count in twos, fives or tens to find out how many there are in several packets.
- Look out for things that come in threes and fours and count in groups of threes or fours to find how many altogether.
- When amounts are repeated, count in groups but then express as a multiplication calculation too. For example, 5, 10, 15, 20, 25, 30. That's  $6 \times 5$  which equals 30.' Ask your child to occasionally write the number sentence for the calculation.
- An array is when something is organized into rows and columns to be counted more easily. For example, a  $2 \times 3$  array might look like:



where we could count the number of squares in the following ways:

$$2 \times 3$$

$$3 + 3$$

$$2 + 2 + 2$$

Organise items into arrays to support counting in groups of 2, 3, 4, 5 or 10.

- Link putting things into groups to division. For example, 'There are 24 sweets, so let's put them into 3 groups of 8, so that all three of us get 8.  $24 \div 3 = 8$ ' Ask your pupils to occasionally write the number sentence for the calculation.
- Share sweets, colouring pencils or other items into three or four equal piles for three or four people. Link the result with the relevant times table. So if 24 sweets are shared with 3 pupils, they get 8 each because  $24 \div 3 = 8$  and  $8 \times 3 = 24$ .

## Unit 2

Our second unit of learning will look at handling data and statistics where pupils will collect their own data and record their data in block graphs and pictograms. They will then use this data to answer

questions and interpret the data. Pupils will also look at sorting numbers and objects into Carroll and Venn diagrams.

### **Learning Objectives:**

#### **Statistics**

- Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results.
- Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'.

#### **Support at home**

- Collect information from the family about ideas for a meal or a place to visit. And use a block graph to record the answers.
- Sort clothes in a cupboard by colour, by weather, by type e.g., T-shirts, not T-shirts.

### **Unit 3**

The last unit of the half term is Shape, where pupils will look at a range of 2D and 3D shapes and their properties. They will then identify 2D shapes on 3D shapes. For example, a tin of baked beans is a 3D cylinder shape, but has two circles and a rectangle to make the shape. This will help pupils to identify 3D and 2D shapes in the environment. Pupils will learn what symmetry is, so they can recognise and draw lines of symmetry on 2D shapes.

### **Learning Objectives:**

#### **Shape**

- Sort, name, describe, visualise and draw 2D shapes referring to their properties; recognise common 2D shapes in different positions and orientations.
- Sort, name, describe and make 3D shapes referring to their properties, recognise 2D drawings of 3D shapes.
- Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry.
- Find examples of 2D and 3D shapes in the environment.
- Identify simple relationships between shapes.

#### **Support at home**

- Look around the house, in shops, when out for walks, at how 2D shapes are used in the environment, such as wallpaper, designs on a building, labels on food. Remember 2D shapes have no depth.
- Look around the house, in shops, when out for walks at how 3D shapes are used in the environment, such as furniture, buildings, packaging.
- Use ideas on fabric, wallpaper, drawings. Remember, just cutting a shape in half does not always mean that the 2 sides show reflective symmetry.
- Go on a 'shape walk'. Look for examples of both 2D and 3D shapes. Make a note of what you saw and where you saw it. Some pupils might like to draw what they have seen to take into school.

The second half of the half term will begin by introducing fractions. Pupils will learn how to say, write and recognise equivalent fractions. Pupils will also find halves and quarters of numbers and quantities before recognising shapes which are split into halves and quarters. The fractions unit will build on their multiplication and division knowledge.

### **Learning Objectives:**

#### **Fractions**

- Recognise that we write one half  $\frac{1}{2}$ , one quarter,  $\frac{1}{4}$  and three quarters  $\frac{3}{4}$ .
- Recognise that  $\frac{2}{2}$  or  $\frac{4}{4}$  make a whole and  $\frac{1}{2}$  and  $\frac{2}{4}$  are equivalent.
- Recognise which shapes are divided into halves or quarters and which are not.
- Find halves and quarters of shapes and small numbers of objects.

#### **Support at home**

- Ask your child to show you how to label halves, quarters and three-quarters of amounts in the kitchen and elsewhere.
- Compare halves and quarters, asking which combinations are the same.
- Ask your child to help you decide where to cut when cutting something in half or into quarters. When finding half of an amount, share into two equal piles. When finding a quarter of an amount, share into four equal piles.

Our final unit of learning this term will be length and height where pupils will be measuring objects by choosing the correct measuring tool and using the correct unit of measure. They will compare different lengths using the  $>$   $<$  and  $=$  signs, building on their knowledge of place value.

### **Learning Objectives:**

#### **Measurement: Length and Height**

- Estimate, measure and compare lengths choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments.

#### **Support at home**

- Let your child help with cooking, or preparing a meal. Roll out biscuits or pastry, some wide, some long. Get them to measure our biscuits to different lengths, using rulers to measure.

### **Assessment**

The assessment of the pupils' learning is ongoing through every lesson. Through verbal and written feedback, we provide pupils with support and advice in order to move their learning on in every Maths lesson.

At the end of every unit, the pupils will be assessed against the learning objectives. Pupils and parents will be given feedback on objectives that need more practise.

At the end of the year, the pupils will complete the GL Assessments as well as the Cambridge Primary Progression Test.



# Science

## Unit 1

The first unit, which will be taught over the first half term is called 'Plants and Animals'.

This unit teaches the pupils about different animals and their characteristics, habitats and diet and be able to group them according to these different features. They will also learn how different plants and animals adapt to the environment in the Middle East. This unit has cross-curricular links with our IPC unit.

### Learning objectives

Pupils will learn:

- About plants and animals that live in other habitats
- How to sort living things into different groups
- What a micro-habitat is and what creatures live there
- How animals are adapted to their environment
- How living things depend on each other

### Support at home

Pupils from a young age are interested in the world around them on many different levels. When going to the park, or beach encourage them to explore the micro-habitats that are in a safe area and see if they can describe what they see and how they are all connected for survival. Note the different species living here in Oman, and, if possible, compare them to those living in other countries. For example, the leaves in a desert habitat are typically hard with a small surface area to aid water retention.

## Unit 2

The second unit, which will be taught over the second half of the term is called 'Materials'. This unit teaches the pupils about the properties of different materials and has cross curricular links with our IPC unit. Everything we touch and see is made up of some material. Pupils will conduct experiments and test whether they can alter the shape of a material by bending, stretching and twisting it and record their results

### Learning objectives

- Properties of different materials
- How to test materials
- How materials are the same or different
- How we can group materials
- How to choose materials for specific uses



### **Support at home**

This is an easy topic to talk about at home, as everything around us is made of a different material. Discuss what different items around the home are made from and why that might be, trying to use scientific language to talk about their properties (e.g. waterproof, absorbent, rigid, flexible).

### **Assessment**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Science.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.



# IPC

The International Primary Curriculum for the first half of the term is 'The Earth Our Home'. For the second half we will be exploring the unit of, 'What's it Made Of'.

The units are designed to be cross curricular and certain objectives are linked to Art, Geography, Science, History, Science and/or Technology.

## **Unit 1**

### **The Earth is Our Home**

In this unit pupils will explore different environments, locating them using maps and atlases as well as looking at the importance of rainforests to human life and the Earth.

### **Learning objectives**

#### **In Geography, pupils will learn:**

- About Rainforests and where they are located in the world
- About the weather in Rainforests and how it links to their geographical location
- About the people living in Rainforest areas, and how their location affects their daily lives
- About the plants and animals living in rainforests
- About the different layers of the rainforest

#### **In Technology, pupils will learn:**

- How to make a habitat and nesting box for bees

#### **In International, pupils will learn:**

- About the loss of the world's forest habitats
- About Earth Day and how we can help our planet
- About initiatives in Oman that help animals locally

### **Support at home**

Encourage your child to use atlases, books and online resources to learn more about rainforests. Explain the importance of trees and our dependence on them and ways we can make a difference by doing small things like using reusable items and recycling. Make birds or bees boxes to encourage pollinators to come to your garden so they can see the work they do themselves.

## **Unit 2**

### **What's it Made Of?**

Pupils will learn about a variety of materials and their origins. We will look at different homes around the world and the reasons why which material is used where. This unit mostly focuses on history, learning about the disaster of the Titanic in 1912 and the materials used to make it.

### **Learning objectives**

#### **In Technology, pupils will learn:**

- What objects are made of
- How we use different materials
- How to plan and design a classroom makeover
- To plan, make an evaluate a replica model of the Titanic using a variety of materials

#### **In Geography, pupils will learn:**

- Where materials come from
- About the materials used to build our homes
- Where in the world the Titanic sailed from and to

#### **In History, pupils will learn:**

- How life in 1912 was different to the present day
- To talk about the cause and effect of the Titanic disaster

#### **In International, pupils will learn:**

- Why plastic waste is a global problem and what we can do about it

### **Support at home**

Visit the library and find books about materials or discuss what different items around the home are made from and why that might be. See how many objects you can find in a minute that are made from a particular material (for example metal or wood). Look into recycling and why we recycle materials. Reuse old paper and plastic to make crafts, such as wind chimes or useful objects as a fun family project. Talk about how different life was in 1912, what was happening in different countries and why different materials were used. If you feel it is suitable for your child, you may wish to watch extracts from the 1997 film *Titanic* (the film was rated 12 so may not be suitable to watch in its entirety).

### **Assessment**

The assessment of pupils' learning in all units is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own.



# PE

This term, pupils will study PE through Sports Day prep and invasion games,

## Unit 1

### **Sports Day prep:**

- In this unit pupils will experience simple modified running, jumping and throwing activities.
- Pupils will accurately replicate running challenges and competitions that require speed and stamina.
- Pupils will focus on developing and improving their running technique and concept of pace.
- Pupils will learn different pushing and throwing techniques for gaining distance and accuracy.
- Pupils will experience jumping for height and for distance.
- Pupils will develop the ability to follow rules safely and handle equipment correctly.

Pupil's practice will culminate in a KS1 Sports day based on all students competing at a number of stations whilst representing their house team.

## Unit 2

### **Invasion Games:**

- Pupils will look to develop knowledge of basic/simplified ball games such as benchball, handball and basketball
- Pupils will practice improving hand eye coordination through these activities
- Pupils will look to maintain possession of a moving ball in pairs or a small team.
- Pupils will develop skills for getting a ball towards a target e.g. scoring zone.
- Pupils will be introduced to the concepts of basic attack and defence.
- Pupils will look at elements of teamwork in passing the ball.
- Body position and weight transference will also be developed in this unit.

### **Swimming:**

All pupils at AGS will follow the whole school swimming curriculum. Pupils will work through ascending levels of a holistic swim programme that leads up to Cambridge iGCSE standard (Level 10). The level that pupils are working towards are determined based on their current swimming ability. The expected working level for each age corresponds with the grade pupils are in, for example, Grade 1 should be working towards level 1 whereas Grade 5 should be working towards level 5. Some pupils will be working below or above expected levels based on their ability.



# Art

This term the pupils of grade 2 will be studying two new IPC Topics “The Earth: Our Home” and “What’s it Made of?”.

## **Aims and Objectives:**

**By the end of the units, pupils will be able to:**

- Know about some of the forms used by artists in their work
- Use a variety of materials and processes.
- Comment on works of art
- understand that the work of artists can be seen in a wide variety of places and situations

## **Skills Development**

**During the course of these units, pupils will:**

- learn how to draw different types of trees using watercolour technique and collage.
- learn how to create animals using clay and playdough.
- Look at the work of the artist “Henri Rousseau” and create their own Junglescape

## **Support at home:**

To help your child enrich their artistic lives at home, you can support by:

- Helping your child with pencil grip and to control the pencil with increasing control. solidifying infill shapes with colour pencils and produce a range of colour tones.
- creating more artistic activities with your child and encourage them to practise more on the lesson we have covered in class in order to maximise the quality of their skills.



# Music

## **Aural, Singing and Playing an Instrument**

Pupils continue to use the musical scale do, re, mi, fa, sol, la, ti to sing and hand sign simple melodies.

They use their voices expressively and creatively by singing a variety of songs including Ram Sam Sam and Au Clare de la Lune

<https://www.youtube.com/watch?v=IYLTc3tGdzc> (sing the melody, not necessarily the French)

## **Learning objectives**

- Sing and play music accurately and with expression.
- Follow melodic shape and timing with accuracy; start and stop as appropriate.
- Compose and enjoy playing with sounds, melodies and rhythms.

## **Support at home**

You can support your child by encouraging them to sing the songs that they have learnt in their music lesson and by singing the musical scale using do, re, mi. This link from Primary Music Prodigies has some great activities:

<https://www.youtube.com/watch?v=z9WAvSPjHmY&t=582s>

Listen to a variety of music at home, perhaps exploring composers such as Bach and Haydn.

<https://www.youtube.com/watch?v=pdsyNwUoON0>

## **Assessment**

Pupils are assessed each week by the teacher according to how well they can sing as part of a group and whether they are singing in tune and in time.