



Scheme of Work

Grade 2

Term 3



English

Unit 1

Our first unit, 'Stories by famous writers' is a four-week unit focusing on stories by significant children's writers. During the unit, pupils will read extracts from the well-known story 'Treasure island' written by Robert Louis Stevenson and will plan and write their own story. This unit will draw together different strands of reading that pupils have been looking at during the year.

Aims and Objectives:

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

- To read extracts from stories by significant children's writers.
- To begin to appreciate and identify some interesting words and phrase.
- To know that some answers are 'right there' in a text but others need to be thought about (inferred/deduced).
- To write a story with a beginning, a middle and a happy ending.
- To recognise and use sequencing phrases which establish the time an event takes place.
- To begin to use paragraphs to group together ideas.

Skills Development

During the course of this unit, pupils will:

- Continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes, particularly /oi/, /ow/, /air/ and /eer/.
- Continue to use phonics as the prime method of reading new words.
- Develop their reading fluency and focus on punctuation to support reading.
- Respond to question words when reading and use them in writing.
- Write using compound sentences and begin to use because in complex sentences.
- Develop their vocabulary to include interesting and precise words.
- Practise their handwriting and begin to join letters.
- Speak with increased fluency and confidence and listen with improved engagement.

Unit 2

Our second unit is a two-week unit looking at some poems and rhymes about familiar settings. During the unit, pupils will read poems and rhymes, some by poet, Jeanne Willis. This is to encourage an awareness of authors as well as personal opinions about reading. Pupils will discuss the contexts of the poems, develop associated ideas and vocabulary, read and then explore specific language features of each poem such as rhythm (syllables) and rhyme. We will then focus on different structures of poems and the pupils will study and create a Limerick which is a form of verse. Acting out and reciting elements of the poems is still to be encouraged to enable pupils to appreciate the rhythm and rhyme as well as to develop confidence in listening and speaking.

Aims and Objectives:

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

- To read, enjoy, discuss and compare poems.
- To identify and describe story settings and characters recognising that they may be from different times and places.
- To make simple inferences.
- To comment on vocabulary choices and what impact they make within the poem in terms of painting a picture.
- To write poems based on a model and begin to self-assess their work by re-reading and reflecting.
- To extend experiences and ideas through role play.

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.
- Listen carefully and respond appropriately to sounds, rhythm and rhyme.
- Notice punctuation and its effect on reading.
- Develop their vocabulary and choose interesting words and phrases to describe people and places.
- Practice their handwriting and typing skills where appropriate.
- Speak with increased fluency and confidence to recite (parts of) favourite poems.

Suggestions for support at home:

To help your child at home, please read with them daily. Reading doesn't just mean books. It might be signs when out and about, magazines, subtitles on the television etc. They also need to learn their spellings daily and keep going back to them even after the weekly test to ensure they have embedded the spelling rule or sound. Where possible, please converse with your child in English so they are practising their speaking and listening skills as this will help them with their written English.

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 English lesson.

During the term, the pupils will complete an independent piece of writing at the end of each unit, which we will assess and feedback to the pupils so they know what they need to work on.



Maths

Unit 1

Our first unit of learning will recap time to the quarter hour. We will then focus on telling the time in five-minute intervals on both analogue and digital clocks.

Learning Objectives:

Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Know the relationship between consecutive units of time.
- Read the time to the half hour, quarter hour and begin to read in five-minute intervals on digital and analogue clocks.
- Measure activities using seconds and minutes.
- Know and order the days of the week and the months of the year.

Suggestions for support at home:

- Mention different times and units of time as often as possible. For example, when planning a trip, or getting ready for bed. 'How long do you spend cleaning your teeth?' 'How long are we going on holiday for?'
- Count time as seconds, minutes or hours. 'Would you rather watch television for a minute or an hour?'
- Refer to clocks as often as possible, matching the time to events in the day, such as dinner time, bed time. Make a timetable. We do this at school, so the pupils know what time lessons are and for how long.
- Ask pupils what the time is at different points in the day.
- Time short activities like climbing the stairs, putting on a coat, putting on shoes.
- Refer to the days of the week daily. Have a week calendar to match activities to the day throughout the week.

Unit 2

Our second unit of learning will look at position and direction. Pupils will both follow and give directions, focusing on movement and turns.

Learning Objectives:

Position and Direction

- Follow and give instructions involving position, direction and movement.
- Recognise whole, half and quarter turns, both clockwise and anti-clockwise.

Suggestions for support at home:

- There are many board and card games that can teach pupils about position, direction and movement. For example:

- Direction – the person on your left has the next turn.
- Move your playing piece to the left/right/up/down.
- Ask your child to describe the position of cars in a car park, or the direction of a player in a sporting game.
- Use the language of turn when out walking, or driving in the car. ‘turn right at the end of the road’. Ask your child to describe the way to the shop, school etc.
- Find all of the right angles in your kitchen or bedroom.

Unit 3

In the third unit this term, the pupils will finish the measure part of the curriculum, focusing specifically on weight/capacity and temperature.

Learning Objectives:

- Estimate, measure and compare weights, capacities and temperature, choosing and using suitable uniform, non-standard and standard units and appropriate measuring instruments.
- Compare weights, capacities and temperature using the standard units: grams (g), kilograms (kg), millilitre (ml), litre (l) and degrees Celsius.

Suggestions for support at home:

- Let pupils help with the cooking, or preparing a meal.
- Let pupils measure out ingredients.

Unit 4

Our final unit this year will be problem solving, where pupils will use all the skills they have learnt throughout the year to solve problems and use their reasoning skills.

Learning objectives

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer.
- Explain methods and reasoning orally.
- Explore number problems and puzzles.
- Make sense of simple word problems, decide what operations are needed to solve them and represent them with objects, drawings, number line or bar model.
- Make up a story to go with a calculation.
- Check the answer to an addition by adding numbers in a different order or by using the inverse.
- Identify simple relationships between numbers and shapes. For example, this number is double, these shapes all have ___ sides.
- Make a sensible estimation for the answer to a calculation.
- Consider whether an answer is reasonable.

Suggestions for support at home:

- Ask questions about quantities such as ‘how could we find out..?’ ‘how do you know...?’
- Talk about how they might solve a problem.
- Talk about puzzles you complete such as Sudoku and work through one together. ‘Why can’t it be that number?’
- For example, for the calculation ‘ $5 + 7 + 9 = 21$ ’, the number story might be: ‘If you had 5 marbles and won 7, then bought 9, you would have 21 altogether.’
- Confirm a calculation such as ‘I bought 8 and we had 5 already, so you said 8 and 5 is 13 altogether. 5 add 8 is 13 so you are right!’ Or ‘17 and 9 is 26? 17 and 10 is 27, less one is 26, so you are right’.
- Talk through a calculation your child has worked out. For example, ‘So we had 15 apples and we ate 3, leaving 12. 12 and 3 makes 15 altogether so you are right!’
- Make comparisons between small and large size goods in the supermarket. For example, 1 kg packs are 10 times bigger than 100g packets. Compare the size of similar shapes, for example a shop front window to a house window, or the shop door to your house door.
- Round numbers to the nearest 10 to get a sensible estimate for a calculation. For example, if adding 24 and 58, rounding the numbers to 20 and 60 helps you to estimate the total to be about 80.
- Before calculating, ask roughly ‘how many’ the answer might be. Then ask your child to calculate the answer and determine if the answer seems reasonable. For example, if you had 8 apples and 3 were eaten, it would not be reasonable to say that you had 9 left.

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.

Unit 1

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

This unit will look at the different classes of rocks and their properties. Pupils will be able to explore the nature of rocks, look at how they are used and their connection to soil. They will conduct experiments, compare and contrast while learning new vocabulary by engaging in a topic that has cross curricular links with English and IPC.

Learning objectives

Pupils will learn:

- To make and record observations
- To make comparisons
- To recognise different types of rocks and their uses
- To know that some materials occur naturally while others are man-made
- To identify simple patterns and associations

Suggestions for support at home:

Rocks and soil are great topics to get exploring with your kids at home. If it is possible in our current situation take a wadi walk and see if you can get a closer look at igneous, metamorphic and sedimentary rocks in your local area. Listen to a Geology Rocks podcasts and do quizzes on new information learnt. You could visit some virtual online museums that have rock collections or watch BBC Bitesize videos about soil, rocks in various places and forms, limestone and its uses, granite, how caves form, what stone is used for and the effect of weather on rocks. Test their knowledge of the rock cycle and rock properties with some printable quizzes. Try to plant seeds in different types of soil to see how well they grow.

Unit 2

The second topic is called 'Day and Night' and focuses on the patterns of the sun and its relation to Earth. Pupils will review and fully engage on how the way the Earth spins on its axis leads to day and night in different parts of the Earth. This will be linked with seasons, hemispheres and the 5 lines of latitude. They will look at the moon and its effects on the ocean's tides and clear common misconceptions, such as, the moon being up at night and the sun being up in the day.

Learning objectives

Pupils will learn:

- To model how the spin of the Earth leads to day and night
- To explore how the sun appears in the day
- To talk about risks and avoiding danger
- To make and record observations
- To explore how shadows change
- To review their own learning

Suggestions for support at home:

Day and Night is a fascinating topic. It can really engage a learner's interest of the world around them. There are many activities you can explore at home to help support them in this topic. Make a model of the solar system using papier-mâché. Play geography based games like, find out where it is daytime and where it is nighttime right now and then see what the time is all over the world. Colour in some pictures of nocturnal animals or find out the latitude and longitude of your home town. Try lots of different seasons games or play a day and night simulation game. Spot animals in the dark in Night Light, an interactive game or make your own paper sundial.

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 'Treasure Island'. For the second half we will be exploring the unit of, 'Time Travellers'.

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

Unit 1

Treasure Island

In this unit, pupils will learn about pirates, who they were and how and when they lived and travelled. We will celebrate the end of the unit with a whole grade 'Pirate Day' where pupils will have the opportunity to dress as pirates, play pirate team games, and sing pirate songs.

Learning objectives:

In Geography, pupils will learn:

- About the islands that you find around the world
- About the names of places that pirates travelled
- About the islands that make up the UK and other locations, and the different features you see there
- About the weather and climate in different places that pirates visited
- About how pirates navigated around the world
- How to plan a pirate island
- How to give directions using a map

In History, pupils will learn

- When in History pirates lived
- How and why life was different at that time
- What pirate bounty was, and why those items were valuable at that time period
- Why a person would choose to become a pirate, and which kinds of people would choose that life

In Art, we'll be finding out:

- About different coin designs
- How to design, create and evaluate our own pirate coins
- How to design, create and evaluate a treasure chest and pirate map

In Technology, pupils will learn:

- About the food pirates ate
- About where food comes from in the world
- About a healthy diet
- How to plan a pirate packed lunch

In International, pupils will learn

- About rules that pirates followed
- About the roles and responsibilities pirates had on board
- How to stay safe near the water

Suggestions for support at home:

There are plenty of books and films available with a Pirate theme, such as Muppets Treasure Island, and the Pirate Pete books. Try sharing these with your child and explaining that pirates were real. Give pupils the opportunity to look at atlases and maps to see where pirates might have travelled to. Most pupils in Grade 2 are beginning to have a concept of the past, although it is harder for them to distinguish between the recent past, and longer ago. Talk about past events in your family, and try to relate this the period when most pirates were operating (around 300 years ago), and explain that this was long before any of your living relatives were born.

You can also begin to plan a pirate outfit for the end of the unit. A very simple striped top and jeans with some home-made accessories (e.g. a paper hat, a parrot) will be sufficient.

Unit 2

Time Travellers

Pupils will learn how to become a history detective. We have to find and solve the clues to unlock the mysteries and meaning of past events. We will mostly focus on the event of the Moon Landing in 1969, but will also talk about past events in the pupils' own lives.

Learning objectives

In History, pupils will learn:

- How to create a timeline
- About events that are important to us
- How to use objects to find out more about an event
- About important events that happened in our local area
- How we can find out about an event by interviewing someone who was there
- How to use different sources to learn about a national event
- About events of global significance (i.e. the moon landing) by asking and answering questions

In Technology, we'll be finding out:

- About favourite meals from 50 years ago
- About food groups and healthy eating
- Where food comes from

In International, we'll be finding out:

- About different festivals from around the world
- How we can compare different festivals from around the world

Suggestions for support at home:

Visit the library and find books about the moon landing, watch videos or talk to friends or family members who can remember it. Talk about events in your child's and your own timelines, relating these to how long ago they happened (e.g. your baby brother was born three years ago, we moved house one year ago). Talk about food that was eaten in the past, and festivals that you celebrate in your home country, or in Oman, and the history of these festivals.

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 Striking and Fielding, Fitness and Dance;

Unit 1

Striking and Fielding:

- Pupils will begin to explore using a variety of equipment and problem-solving skills.
- Pupils will then develop concepts of striking and fielding using basic variations of activities, games and sports.
- Pupils will develop their hand-eye coordination using a number of different implements to throw, catch and strike.
- Pupils will explore the flight of different objects.
- Pupils will develop;
 - Throwing and Catching
 - Judging the flight of different objects
 - Moving towards a target
 - Fielding/Stopping a ball
 - Retrieval of a ball
 - Batting a stationary ball off of a T

Unit 2

Health and Fitness:

- Through the use of health and skill related components of fitness pupils will...
 - Explore how their body feels/ physiological changes when exercising in different ways.
 - Understand the health benefits for exercising.
 - Develop a further understanding of how to train and exercise in different ways.
 - Develop an understanding about the importance of nutrition

Unit 3

Dance:

- Through dance pupils will
 - Explore how our body can move in different ways.
 - Develop timing and movement memory.
 - Have a basic understanding of RADS- relationships, actions, dynamics and space.
 - Gain an appreciation for different cultural dances.
 - Create a story using dance.



This term the students of grade 2 will commence a new IPC Topic “Treasure Island”.

Aims and Objectives:

By the end of the unit, students will be able to:

- Use a variety of materials and processes.
- Suggest ways of improving their own work.

Skills Development

During the course of this unit, students will:

- **Learn how to design and make a pirate coin:** pupils will design and make their own pirate coins from salt dough, glue gun or wax.
 - Using a range of sources, including books, internet, images and a previously made coin collage, pupils will experiment sketching different designs, patterns and images for their coins.
 - Pupils will consider the fact that the coins will be small, so patterns and simple designs will work well.
 - The pupils can paint the coins using a mix of metallic paint and a glue-and-water mix to create class pirate treasure.

Pupils could make more than one-coin design, so that they can evaluate which they feel is the best for a pirate coin.

- **Learn how to make a pirate treasure chest:** Pupils will make a treasure chest using a range of techniques, some that they know of and some that might be new.
 - Pupils will make a simple design of a treasure chest using a recycled shoe or cereal box.
 - After creating their treasure chest, pupils will evaluate it, saying what they like and what they would change if they created it again.
 - On a small strip of paper, pupils will write down the items they would like to keep in their treasure chest. When finished, they can roll up the list like a scroll and stick it to a part of the chest.
- **How to make Pirate’s costume:** Students will follow a step-by-step video to make a homemade pirate costume with the simple vest designed with skull, pant and all accessories (eyepatch, pirate hat, Prop knife and artificial metallic hand.).

Support at home:

To help your child enrich their artistic lives at home, parents can support by creating more artistic activities with their child and encourage them to practice more on the lesson we have covered in order to maximize the quality of their skills.



Music

Aural, Singing and Playing an Instrument

Students 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 from the Primary Prodigies Curriculum.

Learning objectives

- Sing and play music accurately and with expression.
- Use chime bars and xylophones to play and learn the notes do re mi fa so la and develop playing skills.
- Compose and enjoy playing with sounds, melodies and rhythms.

Suggestions for 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 new link from Primary Music Prodigies has some great activities:

<https://www.youtube.com/watch?v=-TbZchRizG8>

Explore rhythm using videos such as this one:

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

Buying your child a xylophone or set of chime bars would be of great use to them:

<https://www.ubuy.com/ar/search/index/view/product/B07PN61KXJ/s/chime-bar-resonator-bells-with-songs-color-glockenspiel-8-note-xylophone-kit-song-cards/store/store>

Assessment

Students are assessed each week by the teacher according to how well they can sing and play as part of a group and whether they can keep a steady beat.