



# Primary Curriculum Overview 2023-24:

## Grade 2



**Cambridge Assessment**  
International Education


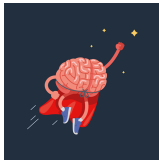

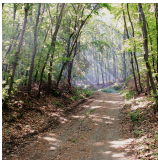


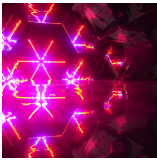




Maths Curriculum Overview - Cambridge Primary Framework following Collins International Primary Maths scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<ul style="list-style-type: none"> <li>• Reading and writing numbers to 100</li> <li>• Counting and sequences</li> <li>• Place value and ordering</li> <li>• Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Time</li> <li>• 2D shapes, symmetry and angles</li> <li>• 3D shapes</li> <li>• Position, direction, movement and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and sequences</li> <li>• Place value, ordering and rounding</li> <li>• Multiplication as repeated addition</li> <li>• Multiplication as an array</li> </ul>	<ul style="list-style-type: none"> <li>• Division as sharing</li> <li>• Division as grouping</li> <li>• Division as repeated subtraction</li> <li>• Fractions</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Times tables</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics and chance</li> <li>• Length</li> <li>• Mass</li> <li>• Capacity and temperature</li> </ul>

Science Curriculum Overview - Cambridge Primary Framework following Collins International Primary Science scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Humans and other animals	Living things and their environment	Earth's crust	Forces	Matter and materials	Light and electricity

# English Curriculum Overview - Cambridge Primary Framework following a text-based approach


Term 1A 7 weeks	Term 1B 7 weeks	Term 2A 5 weeks	Term 2B 5 weeks	Term 3A 5 weeks	Term 3B 5 weeks
<p><b>Stories with a familiar theme “All about Sophie’.</b></p> 	<p><b>Traditional tales from different cultures ‘Yoshi the stonecutter’ (T4W)</b></p> 	<p><b>Poems to perform</b></p> 	<p><b>Explanations ‘How to be a pirate’ (T4W)</b></p> 	<p><b>Stories by well-known authors</b></p> 	<p><b>Instructions ‘How to make circuit’ (T4W)</b></p> 
<p><b>Information texts: Animals</b></p> 		<p><b>Information texts: reports about a subject</b></p> 			

Connected Curriculum Overview - Topic-based units covering the wider curriculum							
Subjects:	Term 1A		Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Brainwave: metacognition (3 weeks) 	Super Humans (3 weeks) 	People of the Past (6 weeks) 	The Earth, Our Home (6 weeks) 	Treasure Islands (6 weeks) 	The Magic Toymaker (6 weeks) 	It's Shocking (3 weeks) 
Art							
Design, Technology and Innovation							
Geography							
Health and Wellbeing							
History							
International							
Science							

Discrete Curriculum Overview						
Subjects:	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
PE	<b>Target ,</b>  Ball Skills Target throwing Benchball  <b>Swimming</b>	<b>Coordination and Balance</b>  Gymnastics  <b>Swimming</b>	<b>Athletics</b>  Sports day preparations	<b>Hand-Eye Coordination</b>  TBall Cricket Tennis Table tennis	<b>Invasion</b> Football Basketball Unihock  <b>Health and Fitness</b> Dance Fitness	
Art  Skill focus for Grade 2  <b>STORIES</b> <b>SOUNDS</b> <b>PLACES</b>	<b><u>Drawing</u></b> *shading and layering *lines, shapes and objects *Sketching of everyday life *ink work *sound waves in pencil/charcoal *sand drawings  <b><u>Art/Artist focus:</u></b> Illustration artists Axel Scheffler Eric Carle  	<b><u>Paint &amp; Colour</u></b> *design/layout *text and font *Mixing colours *coloured chalk/pastels *monochrome textured paintings water colour painting *pointillism  <b><u>Art/Artist focus:</u></b> Pointillism Seurat Synesthesia artists Melissa McCracken	<b><u>Print</u></b> *styrofoam prints *collographs  <b><u>Art/Artist focus:</u></b> Printing in history Lino print artists  	<b><u>Clay</u></b> *pots (Japanese and Chinese pottery)  <b><u>Art/Artist focus:</u></b> Asian history of pottery and ceramics	<b><u>Construction</u></b> *wind chimes *shoebox guitar  <b><u>Art/Artist focus:</u></b> Sound installations Douglas Hollis Jean Tinguely/Niki Saint Phalle	<b><u>Fabric and Fibre</u></b> *Story telling using collage  <b><u>Art/Artist focus:</u></b> Kurt Schwitters Montage

						
Drama	<p><b>What is drama?</b></p> <p>Be able to understand basic theatre etiquette</p> <p>Improvise and work in role, creating and sustaining roles both individually and when working with others;</p>	<p><b>Bringing stories to life through drama</b></p> <p>Be able to respond to performances by identifying what they liked or disliked and giving simple reasons</p> <p>Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.</p>	<p><b>Creating Characters</b></p> <p>Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters;</p> <p><i>Support IPC/English</i></p>	<p><b>Freeze frame</b></p> <p>Be able to tell a story using freeze frame technique</p> <p><i>Support IPC/English</i></p>	<p><b>What is Prop?</b></p> <p>Be able to adopt a role whilst using a prop</p> <p>Be able to create a story using a prop;</p> <p><i>Support IPC/English</i></p>	<p><b>Puppetry</b></p> <p>Be able to make simple dramatic presentations to others</p> <p><i>Support IPC/English</i></p>
Music	<p><b>Pulse, Rhythm and Duration</b></p> <p>Rhythmic Notation</p> <p>Creating a rhythm</p> <p>Sol fa singing</p>	<p><b>Dynamics</b></p> <p>Words to describe loud and soft sounds</p> <p>Simple songs with actions</p>	<p><b>Timbre</b></p> <p>Instrumental sounds</p> <p>Describing any sound</p> <p>Families of instruments</p>	<p><b>Pitch</b></p> <p>Distinguish High and Low sounds</p> <p>Explore do re mi fa to identify pitch</p> <p>Singing simple songs</p>	<p><b>Tempo</b></p> <p>Identify fast and slow music and explore it's different effect.</p> <p>Italian tempo words</p>	<p><b>Recapitulation</b></p> <p>Revisise all of the elements used this year.</p> <p>Final group performance incorporating all concepts</p>

ICT and Computing	<p>Be able to give instructions to control or direct a device or onscreen character</p> <p>Be able to use a given tool to collect and record information</p> <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to prioritise sources to use for research</p> <p>Be able to use images, text and audio to communicate information</p> <p>Understand that some images available on the internet are free from copyright</p>	<p>Be able to give instructions to control or direct a device or onscreen character</p> <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to save, retrieve and revise files</p> <p>Know that there are different tools for communicating around the world</p> <p>Be able to use given software for a particular purpose</p>	<p>Be able to test symbolic code and make improvements</p> <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to use games and models to enhance learning</p>	<p>Be able to use a child-friendly search engine to find images or information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to save, retrieve and revise files</p>	<p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p>	<p>Be able to give instructions to control or direct a device or onscreen character</p> <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to use images, text and audio to communicate information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to save, retrieve and revise files</p> <p>Be able to use games and models to enhance learning</p> <p>Be able to use given software for a particular purpose</p>
PSHE	<ul style="list-style-type: none"> <li>Personal Goals</li> <li>Family and relationships</li> </ul>	Health and Wellbeing	<ul style="list-style-type: none"> <li>Personal Goals</li> <li>Safety and the changing body</li> </ul>	Citizenship	<ul style="list-style-type: none"> <li>Personal Goals</li> <li>Economic wellbeing</li> </ul>	Transition

Arabic Curriculum Subjects - Oman Ministry of Education						
 Oman - Ministry Of Education	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Islamic Studies A	الوحدة الأولى مقرر الحفظ والتلاوة سورة القدر - سورة البينة ١	الوحدة الثانية مقرر التلاوة والحفظ-سورة الزلزلة الوحدة الثالثة مقرر التلاوة والحفظ سورة العاديات	الوحدة الرابعة مقرر التلاوة والحفظ - سورة التين وسورة العلق الوحدة الأولى مقرر التلاوة والحفظ سورة الشرح	الوحدة الثانية مقرر التلاوة والحفظ سورة الضحى	الوحدة الثالثة مقرر التلاوة والحفظ سورة الليل	الوحدة الرابعة مقرر التلاوة والحفظ سورة الشمس



Arabic A	المحور الأول (حياتي)	تابع المحور الأول (حياتي)	المحور الثاني (وطني)	تابع المحور الثاني (وطني)	المحور الأول (أحلامي)	تابع المحور الثاني (أحلامي)
Islamic Studies B	The first unit, the memorization and recitation course: Surat Al-Qadr Surat Al-Bayinah	The second unit: is the recitation and memorization course - Surat Al-Zalzalah  The third unit : is the decision to recite and memorize Surat Al-Adiyat	The fourth unit: the recitation and memorization course - Surat Al-Tin and Surat Al-Alaq  The first unit :the decision to recite and memorize Surat Al-Sharh	The second unit : the decision to recite and memorize Surat Al-Duha	The third unit : the decision to recite and memorize Surat Al-Layl	The fourth unit : the decision to recite and memorize Surat Al-Shams
Arabic B	Arabic letters review .	The first unit :my family .	Second unit : visit my grandfather .	The third unit: colors and numbers.	The second part of the third unit: food	Fourth lesson : The school .