



Scheme of work

Grade 2

Term 1



English

Unit 1

Our first unit, 'Stories About Things We Know' focuses on fictional writing about Traditional Tales in a familiar setting. The unit is based around the book *The Gingerbread Man*. Learners will be encouraged to give opinions about stories, to retell and to innovate on texts to create their own versions.

The students will develop their vocabulary to describe characters and begin to understand how authors use speech.

Aims and Objectives:

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

- read and follow stories in familiar settings with increasing fluency, expression and understanding
- identify and describe story settings and characters recognising that they may be from different times and places
- predict story endings
- make simple inferences
- comment on vocabulary choices and what impact they make within stories
- begin to develop stories with a setting, characters and a sequence of events
- begin to use dialogue in retelling and writing stories
- extend experiences and ideas through role play.

Skills Development

During the course of this unit, students will:

- continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes
- listen carefully and respond appropriately
- use past and present tenses with increasing accuracy
- develop their vocabulary and choose interesting words and phrases to describe people and places
- practise their handwriting
- speak with increased fluency and confidence and demonstrate 'attentive listening'.

Unit 2

Our second unit starts focusing on repetitive poetry. The children will read, analyse and understand the poem 'The magic box' by Kit Wright. They will create their own poems using expanded noun phrases and a growing use of vocabulary. We then move on to instructions. During this unit, students will read and follow instructions to create a complete, simple circuit. This will create strong cross curricular links with our IPC unit and Science curriculum.

Over this half term the children will develop an understanding of different text types, they will also be supported to increase their vocabulary and understanding of the English language.

Aims and Objectives:

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

- read and follow simple instructions
- find information in text and images in instructional texts
- read, speak and write instructions, recognising features of model texts
- understand the concept of simple notes in relation to full sentences
- use different organisational features when writing instructions
- write simple sentences joined by and
- speak and listen more confidently in group activities.

Skills Development:

During the course of this unit, students will:

- continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes
- identify, read and spell words with more than two syllables
- respond to question words when reading and use them in writing
- develop their vocabulary to include interesting and precise topic-related words
- practise their handwriting
- speak with increased fluency and confidence and demonstrate 'attentive listening'.

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 child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will complete a standardized 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.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English as an Additional Language continue to improve their first language in order to support their learning of English and additional languages.

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



Maths

Unit 1

During our first unit of learning, covering most of the first half term, we will work on number and problem solving, focusing on the place value of each digit in a number. Children will be extending their understanding of number up to 100.

Learning Objectives:

Place Value

- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100 using $>$ $<$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.

Support at home

- Ask your child to read house numbers, car number plates, contents information on packaging and so on.
- Look out for numbers between 10 and 99 and talk about how many tens and how many ones there are. For example, 57 has 5 five tens (fifty) and 7 ones (seven)
- Ask your child what is 1, 10 or 100 more or less than a number they have noticed.

Unit 2

During our second unit, we will continue to work on number and use this to help us with addition and subtraction. Children will be extending their understanding of number sense and mental methods, using this to help them solve problems. This unit will start just before half term and continue into the next.

Learning Objectives:

Addition and Subtraction

- Partition all numbers to 20 into pairs and record related addition and subtraction facts.
- Find pairs of multiples of 10 with a total of 100
- Find 1 more/less and 10 more/less than a given number up to 100.
- Add four or five one-digit numbers together.
- Add and subtract ones.
- Add and subtract tens.
- Add and subtract two 2-digit numbers
- Use the inverse to check answers.

- Understand that addition can be done in any order, but subtraction cannot.

Support at home

- Practise number bonds to 20 and 100 (with multiples of ten) whilst driving in the car. Call out a number and ask your child to repeat the pair to make 20. For example, 13 and 7.
- Practise partitioning 2-digit numbers that you see on houses or number plates.
- When at the supermarket, look at the amounts in packets and ask your child questions such as 'What if there was one more? One less? 10 more? 10 less? to 20, 30, 40 more or less.
- Encourage your child to count forwards or backwards in tens to find the answer.

Unit 3

During our third unit, we will work on money. This unit will be taught over a period of approximately 2 weeks. Students will be introduced to American currency using dollars and cents.

Learning Objectives:

- Recognise the value of different coins.
- Find totals and the coins and notes required to pay a given amount.
- To work out change.

Support at home

- Ask your child to read prices of items in shops (even though this will be in Omani Rials, it just gets them looking at the prices and how money is written).
- Ask your child which coins and notes are needed to make a given amount (this can be done in any currency, if you are on holiday).
- Ask your child to calculate change, by counting on from the total, to the amount given.

Unit 4

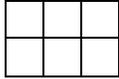
In the final unit of the term, we will work on multiplication and division. This will continue into the following term.

Learning Objectives:

- 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.
- Understand that division can leave some left over.
- Count in 2's, 3's, 4's, 5's and 10's.
- To recall multiplication and division facts for the 2, 3, 4, 5, and 10 times tables.
- Double and half 2-digit numbers.

Support at home

- An array is when something is organised into rows and columns to be counted more easily. For example, a 2×3 array might look like:



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

2×3 , or $3 + 3$, or $2 + 2 + 2$

- Organise items into arrays to support counting in groups of 2, 3, 4, 5 or 10.
- If you buy something in large quantities, encourage putting them into groups for division. 'There are 24 sweets, let's put them in groups of 3. How many groups are there?' Ask your child to occasionally write the number sentence for the calculation.
 $24 \div 3 = 8$ (in each group)
- Look for quantities of more than 10 and ask questions such as 'What if we had double? How many (or much) would we have?'

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 Maths.

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.

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



Science

Unit 1

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

This unit teaches the students to recognise that they need light in order to see things and that dark is the absence of light. They can notice that light is reflected from surfaces and that light from the sun can be dangerous but that there are ways to protect their eyes. Also they will study shadows, how they are formed when the light from a light source is blocked by an opaque object.

Learning objectives

- Understand that darkness is when there is no light
- Identify sources of light
- Know the difference between artificial and natural light
- Understand that some objects reflect light

Support at home

Light and shadow play is an amazing way for children to explore the world around them and it can easily be accomplished in the classroom or at home. See what happens on a sunny day when your child steps outside on the pavement and they see their shadow. Hand your child a flashlight and see if they can test objects and use new vocabulary such as translucent, opaque or transparent.

Unit 2

The second unit, which will be taught over the second half of the term is called 'Electricity'. This unit teaches the student about the nature of electricity and has cross curricular links with our IPC unit.

Learning objectives

- Know what electricity is and the materials that are good conductors
- Identify what items use electricity
- Be aware that there are different types of batteries
- Understand the dangers of electricity
- Complete a simple circuit
- Understand a switch creates a break in the circuit
- Explain their understanding

This topic provides the opportunity for learners to understand the uses and dangers of electricity. How electricity is a secondary energy source that is made from primary sources such as, coal, gas, wind, solar and more. They will learn about materials that are good and bad conductors of electricity as well as having the opportunity to make a circuit.

Support at home

It is important that children are taught about the dangers of electricity from an early age. Young school age children are beginning to understand the uses and dangers of electrical power. Letting them plug in

and use lamps and certain electrical appliances and tools is fine as long as they are in good repair.

At this age, children become fascinated with all sources of power. This is a good time to help them learn about the various ways electricity is produced, and about ways to conserve electricity. Finding ways to save energy can become a fun family project!

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 units for the first half term are *Brainwaves* and *We Are What We Eat*.

Unit 1

Brainwaves

Brainwaves is used as an introduction to the IPC curriculum and is taught over the first four weeks of the term. It deals with understanding how our brains work, and our different approaches to learning.

In this unit, children will:

- Know that they can affect the quality of their own learning
- Know about some of the recent evidence and research into the brain and learning
- Be able to apply these theories to their own learning and reflect on their importance

Support at home

Talk to children about how they like to learn and what kind of learning suits them best. For example, they may prefer to learn by doing something practically, or by watching a video. Some children prefer to move around while learning, or to have background noise. These preferences can be taken into account whilst children are doing homework. Share your own preferred styles of learning, which may be different to your child's.

During this unit, we also talk about the importance of sleep, drinking water, and a healthy diet for keeping your brain healthy. This can be reinforced at home. Ensure that your child is getting 10-12 hours of sleep, eating a balanced diet, and drinking water, including providing them with a reusable water bottle to bring to school.

Unit 2

We Are What We Eat

We Are What We Eat will be taught for the remainder of the half term. This unit deals with food, and the role it plays in our lives and cultures, allowing us to keep in good health, and as a way of celebrating events. The unit finishes with a class trip where children can learn about how a commercial kitchen works, and with children sharing food from their own home countries.

The unit will be taught cross-curricular.

In Art, children will:

- Know about some of the forms used by artists in their work
- Be able to use a variety of materials and processes
- Be able to comment on works of art
- Understand that the work of artists can be seen in a wide variety of places and situations

In Geography, children will:

- Know about similarities and differences between different localities
- Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there
- Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
- Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country
- Be able to use secondary sources to obtain simple geographical information
- Be able to communicate their geographical knowledge and understanding in a variety of ways

In History, children will:

- Be able to ask and answer questions about the past
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out about aspects of the past from a range of sources of information
- Be able to communicate their historical knowledge and understanding in a variety of ways

In International Learning, children will:

- Know that children within the class and school have different home countries
- Know the names and approximate locations of the home countries of children within the class (and/or school)
- Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- Be able to respect one another's individuality and independence
- Be able to work with each other where appropriate
- Know about the importance of exercise and healthy eating

In Society Learning, children will:

- Know some of the rules of groups to which they belong
- Know about some major celebrations - including some in the host country
- Understand that they belong to a number of groups (e.g. family, school, nation)

In Technology, children will:

- Be able to plan what they are going to make
- Be able to describe their plans in pictures and words
- Be able to use simple tools and materials to make products
- Be able to choose appropriate tools and materials for their tasks
- Be able to comment on their own plans and products and suggest areas of improvement
- Be able to comment on the usefulness of products in everyday use

Support at Home

Talk to children about their home country and countries where they have lived or visited, and where the food comes from. Is it different depending on the weather in the country? Talk about food when you grew up and how it has changed, and if possible, provide opportunities for children to talk to the older generation, for example grandparents, about how food has changed over their lifetime. For example, foods from different countries may have become more readily available.

Provide opportunities for children to help with preparing and shopping for their own food, and if possible, opportunities to visit coffee shops or restaurants. Talk to children about where this food comes from and how it is prepared.

Finally, talk about the importance of healthy food and drinking water, and eating foods from different groups: protein, carbohydrates, dairy and alternatives, and fruit and vegetables.

Unit 3

The IPC unit for the second half term is 'It's Shocking'.

This unit deals with electricity, what it is, and how we use it in our everyday lives. The unit is cross curricular and will have strong links to the Science curriculum.

In History, children will:

- Be able to ask and answer questions about the past
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out about aspects of the past from a range of sources of information

In International Learning, children will:

- Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

In History, children will:

- Be able to ask and answer questions about the past
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out about aspects of the past from a range of sources of information

In Technology, children will:

- Know that products in everyday use have an effect on people's lives
- Be able to use simple tools and materials to make products
- Be able to choose appropriate tools and materials for their tasks
- Be able to comment on their own plans and products and suggest areas of improvement
- Be able to comment on the usefulness of products in everyday use

Support at home

Show your child different electrical items at home. Talk about how they are powered. Some may use batteries, or some may be powered by mains electricity. Children may not realise that things they use every day, such as the lights, AC, fridge and car need electricity to work. You will also be asked to send in a battery powered toy to school, so that children can investigate the different types of battery and the different effects that the toys create.

Talk to your child about what they think electricity is and where it comes from. Try to discuss their ideas, and if possible, show them wires or electrical circuits.

Discuss the times before electricity, and what people used to do in those times. Try to help your child to understand that this was more than 200 years ago, so even their older relatives will not remember it! You can also talk about how toys and electrical items have developed over the years, and items that we take for granted such as iPads did not exist when you were young.

Finally, you can talk about how not every country has good access to electricity like we have in Oman. You may have even visited a country where some places have poor access to electricity or frequent power cuts. You can also help children learn how to save electricity, for example by turning off the light when they are not in a room, or by turning off a device when they are not using it.

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 next steps in the learning process for all areas of the International Primary Curriculum.



Art

This term the students of Grade 2 will study art through the IPC units, 'We are what we eat' and "It's Shocking (Electricity)". They will focus on the healthy food and fruits and representing a lightening storm using artistic techniques.

Aims and Objectives:

By the end of the unit, students 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 this unit, students will:

- Find examples of artists' work that has used food as a stimulus. This should include the work of Giuseppe Arcimboldo the Italian artist who created faces from fruit and vegetables.
- Draw faces using different shapes of fruits.
- Draw fruits basket (still life).
- Draw splashes of paint using a Thread
- Draw splashes of paint using a straw
- Draw a lightning storm

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 producing a range of colour tones.
- creating more artistic activities with your child and encourage them to practice more on the lesson we have covered in class in order to maximize the quality of their skills.



Music

Singing in tune

In the first unit students learn to sing and hand sign the musical scale using the musical scale do, re, mi, fa, sol, la, ti. They use their voices expressively and creatively by singing a variety of songs including Wake Up, Shake Up and Charlie over The Ocean.

Their sense of rhythm is developed by singing and playing a variety of songs including Sweet Beets. They are introduced to untuned percussion instruments such as djembes and egg shakers.

Learning objectives

- Sing and play music, joining in when appropriate and spontaneously.
- Follow melodic shape and timing with some accuracy; start and stop mostly as appropriate.
- Freely explore 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 have 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 Vivaldi and Mozart.

Use George Meets the orchestra as a springboard to explore orchestral music:

<https://www.youtube.com/watch?v=M0Jc4sP0BEE&t=203s>

Assessment

Students 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.