

Termly Curriculum Information

2019-2020 Term 1: 19th August - 14<sup>th</sup> December

Year 2

Science: Plants and Forces

Topic: I'm a VIP and Map Makers

English	
Key Learning Skills and Knowledge	Key Activities
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Children will begin to vary their voice and intonation when speaking</li> <li>Children will be able to sustain talk with an increased range of vocabulary</li> <li>Children will listen carefully and respond appropriately with relevant questions</li> <li>Children will speak in an audible and clear voice</li> <li>Children will start to adapt their speech to different situations</li> <li>Children will engage in role play and develop their knowledge of well-known stories through Talk for Writing work</li> </ul>	<ul style="list-style-type: none"> <li>Use hot seating activities to develop their understanding of a character</li> <li>Use the conscience alley technique to make decisions about the characters, settings and stories they are learning</li> <li>Develop a set of actions for a text</li> <li>Orally perform a variety of short stories</li> <li>Orally perform a story with a familiar setting</li> <li>Compose their own oral story in a group and in pairs</li> <li>Listen to and discuss a wide range of stories .</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Children will recite and know by heart a range of texts using Talk for Writing techniques</li> <li>Children will apply phonic knowledge to decode age appropriate texts fluently and accurately</li> <li>Children will recognise different structures of fiction and non-fiction books</li> <li>Children will ask and answer simple questions about texts that are read to them using evidence from pictures and words</li> <li>Children will use the context of a book to help infer the meaning of a new word</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts as a whole class and individually during Guided Reading and Story Time sessions</li> <li>Read to a class teacher weekly</li> <li>Read a range of books independently from the classroom reading corner and primary library</li> <li>Discuss and explore the features and structures of a range of Fiction and Non-Fiction stories.</li> <li>Retrieve information from Non-Fiction texts to use when inventing own writing .</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children will plan or say out loud what they are going to write about</li> <li>Children will compose and rehearse sentences through a variety of Talk for Writing activities</li> <li>Children will structure sentences correctly</li> </ul>	<p><u>Fiction :</u> The Story Of Pirate Tom The Papaya that spoke</p> <p><u>Non Fiction :</u> Pirate Adventure Park The Farmer's Diary</p>



<p>including full stops and capital letters</p> <ul style="list-style-type: none"><li>• Children will use a connective other than and (e.g. after, then, next, at last, also) to join two simple sentences</li><li>• Children will begin to show awareness of the reader by providing additional detail</li><li>• Children will use interesting and adventurous vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Sequence events in a narrative through story mapping or reconstruction of the text</li><li>• Identify the purpose, audience, structure and language features of different types of stories</li><li>• Imitate a story by changing just a few details.</li><li>• Invent a new story by including the key structure and features of the learnt story whilst inventing new details.</li></ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Children will use the correct formation of all lower and upper case letters</li><li>• Children will use the correct proportion with their ascenders and descenders</li><li>• Children will begin to know how to join the appropriate phonic sounds</li><li>• Children will use the top line when writing a capital letter and not join it to the lower case letters</li></ul>	<ul style="list-style-type: none"><li>• Use handwriting lessons to improve their printed writing and begin to use joined up writing</li><li>• Focus on joining; starting with simple joins such as ai or th</li><li>• Practice spacing words consistently with finger space rule</li><li>• Practice spacing letters consistently keeping letters on and within the lines</li></ul>
<p><b>Mathematics</b></p>	
<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"><li>• Children will read and write numbers to at least 100 in numerals and in words</li><li>• Children will compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• Children will understand the place value of each digit in a number and use this to order numbers up to 100</li><li>• Children will count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li></ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Children will recall and use addition and subtraction facts to 10 and 20 fluently, and derive and use related facts up to 100</li><li>• Children will know that addition of two numbers can be done in any order but subtraction cannot</li><li>• Children will recognise that subtraction is the inverse of addition</li><li>• Children will recognise that multiplication is the inverse of subtraction</li><li>• Children will use jottings, arrays, the</li></ul>	<ul style="list-style-type: none"><li>• Order numbers to 100</li><li>• Use the 'Charlie Crocodile' technique to understand more than and less than</li><li>• Know that the = symbols means equal to and the same as</li><li>• Know the place value of numbers in the hundreds, tens and ones columns</li><li>• Learn their 2, 3, 5 and 10 times table facts</li><li>• Identify the corresponding division facts</li><li>• Know how to use inverse operations to check their working out</li><li>• Count in ones to 100</li><li>• Complete addition problems using 1 and 2 digit numbers</li><li>• Complete subtraction problems using 1 and 2 digit numbers</li><li>• Use number squares, number lines and empty number lines to solve problems</li><li>• Read word problems, identifying the math and solving the questions</li><li>• Draw pictograms independently</li><li>• Read tally charts and block graphs</li><li>• Draw their own tally charts</li><li>• Create class and group tables to record</li></ul>



<p>Singapore method and the grid method to solve multiplication and division problems</p> <ul style="list-style-type: none"> <li>Children will solve problems with addition and subtraction</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Children will interpret and construct pictograms, tally charts, block graphs and tables</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Children will tell and write the time on an analogue clock to five minutes and quarter past and to the hour and draw the hands on a clock face</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Children will identify and describe the properties of 2D shapes, including the number of sides and corners</li> </ul>	<p>results</p> <ul style="list-style-type: none"> <li>Use clocks to show different times</li> <li>Match up written times to their clock faces</li> <li>Draw different 2D shapes</li> <li>Count the number of sides and corners each 2D shape has</li> <li>Learn how to use the grid method to solve 1 digit by 2 digit multiplication questions</li> <li>Confidently use arrays, jottings and the Singapore method to solve division and multiplication problems</li> <li>Know which is the denominator and which is the numerator in a fraction</li> <li>Know what <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> are and be able to draw their own examples</li> <li>Develop problem solving skills using the RUCSAC acronym</li> </ul>
<p>Science</p>	
<p><b>Forces and Plants</b></p> <ul style="list-style-type: none"> <li>Children will learn that forces makes things move</li> <li>Children will know how forces affect shape</li> <li>Children will be able to explain how forces affect speed</li> <li>Children will learn what friction is</li> <li>Children will ask simple questions and recognise that they can be answered in different ways</li> <li>Children will be able to do the following types of enquiry: <ul style="list-style-type: none"> <li>Observations</li> </ul> </li> <li>Children will gather and record data to suggest answers to their questions</li> <li>With help, they will record in a range of ways and begin to use simple scientific language</li> <li>Children will use their observations and ideas to suggest answers to questions</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Complete scientific investigations</li> <li>Write methods, predictions and conclusions</li> <li>Record results in a variety of table formats</li> <li>Use the vocabulary push, pull, friction and force</li> <li>Know how to make an experiment fair</li> </ul> <p><b>Plants</b> Children will:</p> <ul style="list-style-type: none"> <li>consider why and how seeds travel</li> <li>identify how different seed designs effect the way they are dispersed</li> <li>match bulbs and seeds to fully grown plants</li> <li>consider what bulbs and seeds need to grow</li> <li>predict plant growth in contrasting locations</li> <li>identify the functions of the parts of a plant</li> <li>consider how to grow plants in our local environment (Beijing)</li> <li>grow our own mini succulent garden</li> </ul>



Computing	
<p><b><u>We Are Photographers</u></b> In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Use a selection of digital cameras and camera apps to capture images and create montages</li> <li>• Take a range of digital photographs reflecting their own lives and the real world</li> <li>• Review and reject or rate the images they take, giving detailed reasons why</li> <li>• Edit and enhance their photographs through photo shop programmes</li> <li>• Select their best images to (explaining why they have chosen them) include in a year group portfolio.</li> </ul> <p><b><u>We are Detectives</u></b> In We Are Detectives, the students are challenged to solve a mystery by reading, sending and replying to e-mails, and by listening to a witness statement. They will then use a fact file sheet to create a table and identify the culprit.</p> <p>By the end of the unit, the children will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate that e-mail can be used to communicate</li> <li>• develop skills in opening, composing and sending e-mails</li> <li>• gain skills in opening and listening to audio files on the computer</li> <li>• use appropriate language in e-mails</li> <li>• develop skills in editing and formatting text in e-mails</li> <li>• be aware of online safety issues when using e-mail.</li> </ul>	
Topic - I'm A VIP (PSHE Focus)	
<ul style="list-style-type: none"> <li>• Children will apply skills learnt in their English lessons to their topic writing</li> <li>• Children will use computing skills to present and research aspects of the topic</li> <li>• Children will develop their understanding of their own family history</li> <li>• Children will explore aural, visual and kinesthetic learning styles</li> <li>• Children will explore unfamiliar languages from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the significance of their name</li> <li>• Create a family tree</li> <li>• Identify the best way they learn</li> <li>• Explore the languages they speak</li> <li>• Make foods from their home countries</li> <li>• Create an autobiography</li> <li>• Create an audio autobiography</li> <li>• Use Music based activities to understand what an Aural learner is</li> <li>• Use Lego based activities to understand what a Kinesthetic learner is</li> <li>• Use Art based activities to understand what a visual learner is</li> </ul>
Topic – Map Makers (Geography focus)	
<ul style="list-style-type: none"> <li>• Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around map</li> <li>• Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use compass points to navigate around a map.</li> <li>• To use aerial photographs and plan perspectives to recognise and create landmarks.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and surroundings.</li> </ul>



<p>plan perspective of their classroom or another familiar room.</p> <ul style="list-style-type: none"><li>• Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.</li><li>• Children will recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.</li><li>• Children will think about some of the human and physical features that are found in a town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a map.</li><li>• Children will recap what they have found out about maps and their features. They will then translate this by creating 3D maps. They will consolidate what they have learnt by guiding each other around the 3D maps they have created.</li></ul>	<ul style="list-style-type: none"><li>• To devise a simple map and use and construct basic symbols in a key.</li><li>• To design a map, referring to key human features.</li><li>• To create a 3D map using their town designs.</li></ul>
<b>Art and Design &amp; Technology</b>	
<ul style="list-style-type: none"><li>• Understanding the visual arts in relation to history and cultures.</li><li>• Understand Primary Colors and why they are important in the Colour Wheel.</li><li>• Understand the relationship of colours and colour balance in a design.</li><li>• Start to use equipment (scissors) to create desired shapes.</li><li>• Use the style and materials of an artist (Matisse), to create their own work based on the Artist.</li><li>• Understand they are Artists when they create their own independent work.</li><li>• Create a design of sea animal/plant/ coral, using the style of Matisse's 'Painting with Scissors.</li><li>• To make independent choices.</li></ul>	<ul style="list-style-type: none"><li>• To recreate body shape through observational drawing.</li><li>• To draw a body in the style of matisse (Jazz)</li><li>• To create a self portrain in the style of Matisse(Lady In Blue)</li><li>• To understand how art is important to history and cultures.</li><li>• To understand the style and work of another artist through interpretation.</li><li>• To interpret and show understanding of an art style by creating unique pieces of art using the techniques.</li><li>• To understand self as an artist when I create my own independent work.</li><li>• To create a design of sea animal/plant/ coral, using the style of Matisse's 'Painting with Scissors.</li></ul>



PSHE	
<p><b>Wonderful me</b></p> <ul style="list-style-type: none"> <li>• Children will understand how they are named and that their names are special</li> <li>• Children will talk about themselves and the items they possess</li> <li>• Children will identify their own and others strengths</li> <li>• Children will understand that it is ok to make mistakes</li> <li>• Children will identify the importance of becoming self-reliant.</li> <li>• Research their names and identify meanings to create an artistic plaque</li> <li>• Share their thoughts and feelings in weekly circle time sessions</li> <li>• Bring in items of interest to share in weekly show and tell sessions</li> <li>• Learn what their strengths are and how they can use them to help others</li> <li>• Complete activities that show that mistakes help them to learn and improve</li> <li>• Develop their independence skills</li> </ul> <p><b>Keeping myself safe</b></p> <p>Children will learn a range of strategies &amp; skills for keeping themselves healthy &amp; safe including:</p> <ul style="list-style-type: none"> <li>• Children will develop knowledge and understanding about ways in which individuals grow</li> <li>• Children will categorise different emotions</li> <li>• Children will recognise who they can trust in unsafe situations</li> <li>• Children will develop an understanding of surprises and secrets</li> <li>• Children will develop an understanding of yes and no touch</li> </ul>	
Music	
<p><b>The Elements of Music</b></p> <p>Students will learn about the different elements of music such as pulse, dynamics, pitch and tempo. They will explore these key words through different listening, singing and movement activities, and use the classroom percussion instruments.</p>	<ul style="list-style-type: none"> <li>• Listen and respond to sung instructions.</li> <li>• Perform actions in time to a song/rhyme.</li> <li>• Learn songs with 2 pitches (so mi).</li> <li>• Explore the difference between speaking and singing voice.</li> <li>• Experience the pulse of known songs and rhymes through actions.</li> <li>• Recognise different pitches and use hand movements to indicate pitch.</li> </ul>
<p><b>Show the Rhythm, Feel the Beat!</b></p> <p>Students will look at the concept of rhythm. Through different singing activities and movement, they will develop a good understanding of rhythm and how it relates to the pulse of the music. Students will also be introduced to stick notation.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and perform the difference between pulse and rhythm.</li> <li>• Develop the children’s rhythmic skills in a structured way.</li> <li>• Understand and read pictorial and stick notation cards.</li> <li>• Use speaking and singing voices to perform activities.</li> <li>• Introduce the rhythmic value of pairs of quavers.</li> </ul>
PE	
<b>Unit 1: Fundamental Skills Programme (Orange)</b>	Movement skills covered in unit 1:



<p>The central focus of the Fundamental Skills Programme is to help all children become physically literate by developing their Fundamental Movement Skills. These are building blocks that underpin the ability to play, and be involved in, many different sports and activities. It is therefore essential that every child masters these skills. In addition, the ability to move confidently and effectively can assist children to undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport.</p>	<ul style="list-style-type: none"><li>• Crawling</li><li>• Crawling Soldiers</li><li>• Walking</li><li>• Foxes</li><li>• Running</li><li>• Jumping and Landing (Frog Hopping)</li><li>• Hopping</li><li>• Jumping (Distance)</li><li>• Leaping</li><li>• Galloping</li><li>• Skipping</li><li>• Side-step</li><li>• Cross Over</li><li>• Fast Feet</li></ul>
<p><b>Unit 2: Fundamental Skills Programme (Green)</b> Unit 2 is a continuation of unit 1 with an emphasis on body management skills, focusing on gymnastic and dance, and simple games activity movements in preparation for unit 3.</p>	<p>Movement skills covered in unit 2:</p> <ul style="list-style-type: none"><li>• Body Awareness</li><li>• Straight Shape</li><li>• Star Shape</li><li>• Angry Cat</li><li>• Balance (one foot)</li><li>• Climbing</li><li>• Pushing an Object</li><li>• Log Roll Pulling an Object</li><li>• Lunging</li><li>• Dodging</li><li>• Tuck Shape</li><li>• Trap the Mouse</li><li>• Dish shape</li><li>• Arch Shape</li><li>• Front Support</li><li>• Back Support</li><li>• Ready Position</li><li>• Pivot</li><li>• Rapid Reactions</li></ul>
<p><b>Unit 3: Fundamental Skills Programme (Purple)</b> Unit 3 focuses on ball skills which the children will begin to apply into games based activities. These skills will further assist their skill and sport development in Year 3.</p>	<p>Movement skills covered in unit 3:</p> <ul style="list-style-type: none"><li>• Underarm Roll</li><li>• Underarm Throw</li><li>• Catching an Object</li><li>• Kicking a Ball</li><li>• Two-handed Throw</li><li>• Bouncing a Ball</li><li>• Overarm Throw</li><li>• Dribbling with Feet</li><li>• Dribbling with Hands</li><li>• Trapping with Feet</li><li>• Striking an Object</li></ul>



	<ul style="list-style-type: none"><li>• Move into Space to Receive an Object</li><li>• Move into Space to Strike an Object</li></ul>
<p><b>Swimming</b></p> <p>The children have a two week assessment process to establish a base line of ability before being grouped by ability. The children will focus on water confidence, bubble breath on their front and breathing techniques on their back, FUNdamental skills of basic body position on their front and back developing a basic or more advanced arm and leg action depending on their ability. Water skills / play will also be included in the lessons depending on their group. The PE department are working towards establishing a BSB Certificate Scheme that each child will work towards for their level of aquatic ability.</p> <p>The list of Key activities is a flavour of what the children will cover depending on their ability during the year.</p>	<p>Aquatic Skills covered include:</p> <ul style="list-style-type: none"><li>• Water confidence / Swim England Duckling and Level 1-3 Teaching Plan Award criteria</li><li>• Move forwards, backwards or sideways for 5m</li><li>• Move from Flat floating position on front or back to standing with or without support</li><li>• Push and glide on front and back from a wall (arms by side or above head)</li><li>• Jump in from poolside safely in the shallow end with or without assistance. (some may submerge under water)</li><li>• Blow bubbles with face in water rhythmically three times.</li><li>• Travel using recognized leg action for 5m with feet off the bottom of pool on front and back</li><li>• Perform a log roll from front to back and back to front to standing</li><li>• Sink, push away from the wall and maintain streamline position</li><li>• Push and glide on front with arms extended and roll onto back.</li><li>• Travel 5m on front, perform a tuck to rotate onto back and return on the back.</li><li>• Fully submerge to pick up an object.</li><li>• Push and glide and travel 10m on the back and front.</li><li>• Perform a tuck float and hold for three seconds.</li><li>• Perform a sequence of changing shapes in the water, understand floating</li><li>• Kick 10m backstroke and freestyle (one item of equipment optional).</li><li>• Develop basic butterfly and breaststroke leg action.</li><li>• Introduction to sculling on back.</li><li>• Push and glide and swim 10m, choice of stroke is optional</li><li>• Give examples of pool rules and water safety</li><li>• Exit the water safely with or without assistance</li></ul>





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