



THE ENGLISH MODERN SCHOOL ALWAKRA CAMPUS

Our mission is to provide a challenging, internationally based education that nurtures lifelong learners in a multi-cultural setting.

Our vision is for all our students to reach their full potential and positively impact their world.

YEAR 2 CURRICULUM GUIDE

Curriculum Frameworks

The following curriculum frameworks provide a set of progressive learning objectives for Mathematics, English and Science, taken directly from the Cambridge Curriculum Frameworks. The objectives detail what the learner should know or what they should be able to do by the end of that year in Primary. The learning objectives provide a structure for teaching and learning and a reference against which a learners' ability and understanding can be checked. These are the three core Cambridge Primary Curriculum subjects, other subjects such as Social Studies are taught following standards from the UK National Curriculum.

EMSW Primary Teaching Philosophy

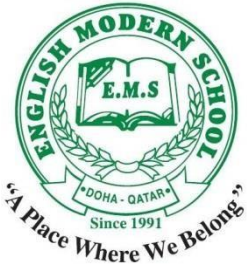
The English Modern School strengthens the curriculum with research-based best practice using instructional and assessment methodologies. The Primary division use an inquiry-based approach where children are encouraged to think critically to investigate the world around them, often with different subject areas integrated together. Connections of ideas across different subjects help students to consolidate their learning by being able to make strong and relevant connections. EMS provides students with learning experiences through inquiry that are engaging, relevant, challenging and significant, in learning environments that are stimulating and provocative. Students are supported in their journey towards mastery and control on their journey to become independent, autonomous inquirers. In the Primary school teachers use continuous, on-going assessments of and for learning throughout the year.

The assessments are varied and provide multiple opportunities for students to demonstrate learning. Together this information is used to support the child's learning, inform teachers of next learning steps and is also used to make a judgement on an overall grade for reporting three times a year.

Expected School-Wide Learning Results

It is the consensus of the EMS community that the following are school-wide learning results for every EMS graduate:





PRIMARY- YEAR 2

Academic Information

CAMBRIDGE ENGLISH STANDARDS

Reading:

Students are learning to:

Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided.

Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.

Identify syllables and split familiar compound words into parts.

Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.

Discuss the meaning of unfamiliar words in reading.

Extend the range of common words recognised on sight and use phonics to tackle unfamiliar words.

Locate words by initial letter in simple dictionaries, glossaries and indexes.

Read aloud with increased accuracy, fluency and expression.

Find factual information from different formats, e.g. charts, labelled diagrams. 2Rx2 Read and follow simple instructions, e.g. in a recipe.

Find answers to questions by reading a section of text.

Read and respond to question words, e.g. what, where, when, who, why.

Make simple conclusions from the words on the page, e.g. about feelings.

Identify and describe story settings and characters, recognising that they may be from different times and places.

Talk about what happens at the beginning, in the middle or at the end of a story and predict story endings.

Read poems and comment on words and sounds, rhyme and rhythm.

Identify general features of known text types and show some awareness that texts have different purposes.

Writing

Students are learning to:

Form letters correctly and consistently and practise handwriting patterns.

Write in clear sentences using capital letters, full stops and question marks

Begin to vary sentence openings, e.g. with simple adverbs and write with a variety of sentence types.

Apply knowledge of phonemes and spelling patterns in writing independently.

Spell high frequency words and common irregular words correctly.

Begin to re-read own writing aloud to check for sense and accuracy

Make simple notes from non-fiction texts, e.g. listing key words.

Plan writing through discussion.

Use simple non-fiction texts as a model for writing and use the structures of familiar poems and stories in developing own writing.

Develop stories with a setting, characters and a sequence of events and begin to use dialogue in stories.

Choose interesting words and phrases, e.g. in describing people and places.
Write instructions and recount events and experiences and simple evaluations of books read.
Structure a story with a beginning, middle and end.
Use a variety of simple organisational devices in non-fiction, e.g. headings, captions and link ideas in sections, grouped by content.
Use the language of time, e.g. suddenly, after that.
Use simple and compound sentences, with and/but to connect ideas and find alternatives to and/then in developing a narrative.
Use past and present tenses accurately but not always consistently.
Learn the different common spellings of long vowel phonemes.
Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.

Speaking and Listening

Students are learning to:

Recount experiences and explore possibilities. Articulate clearly so that others can hear.
Attempt to express ideas precisely, using a growing vocabulary.
Show awareness of the listener by including relevant details.
Explain plans and ideas, extending them in the light of discussion.
Vary talk and expression to gain and hold the listener's attention.
Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.
Listen carefully and respond appropriately, asking questions of others. Demonstrate 'attentive listening' and engage with another speaker.
Extend experiences and ideas through role-play.
Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.

CAMBRIDGE SCIENCE STANDARDS

Scientific Enquiry

Students are learning to:

Collect evidence by making observations when trying to answer a science question.
Use first-hand experience, e.g. observe melting ice.
Use simple information sources.
Ask questions and suggest ways to answer them.
Predict what will happen before deciding what to do.
Recognise that a test or comparison may be unfair.
Make suggestions for collecting evidence.
Talk about risks and how to avoid danger.
Make and record observations.
Take simple measurements and make comparisons.
Use a variety of ways to tell others what happened.
Identify simple patterns and associations.
Talk about predictions (orally and in text), the outcome and why this happened.

Biology

Students are learning to:

Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.
Understand ways to care for the environment. Secondary sources can be used.
Observe and talk about their observation of the weather, recording reports of weather data.

Chemistry

Students are learning to:

Know that some materials occur naturally and others are man-made.

Recognise some types of rocks and the uses of different rocks.

Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching.

Explore and describe the way some everyday materials change when they are heated or cooled.

Recognise that some materials can dissolve in water.

Physics

Students are learning to:

Identify different light sources including the sun.

Know that darkness is the absence of light.

Be able to identify shadows.

Recognise the components of simple circuits involving cells (batteries)

Know how a switch can be used to break a circuit.

Explore how the sun appears to move during the day and how shadows change.

Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.

CAMBRIDGE MATHEMATICS STANDARDS

Number

Students are learning to:

Count, read and write numbers to at least 100 and back again.

Count up to 100 objects

Count on in ones and tens from single- and two-digit numbers and back again.

Count in twos, fives and tens, and use grouping in twos, fives or tens to count groups of objects.

Begin to count on in small steps such as threes and fours.

Understand even and odd numbers and recognise these up to at least 20.

Know what each digit represents in two-digit numbers; partition into tens and ones.

Find 1 or 10 more/less than any two-digit number.

Round two-digit numbers to the nearest multiple of 10.

Order numbers to 100; compare two numbers using the > and < signs.

Recognise and use ordinal numbers up to at least the 10th number.

Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100.

Recognise which shapes are divided in halves or quarters and which are not.

Find halves and quarters of shapes and small numbers of objects.

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.

Place a two-digit number on a number line.

Choose appropriate mental strategies to carry out calculations and explain the answer.

Make a sensible estimate for the answer to a calculation.

Make sense of word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.

Make up a number story to go with a calculation, including in the context of money.

Addition and Subtraction

Students are learning to:

Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. $35 + 19$ by adding 20 to 35 and subtracting 1, and by adding $30 + 10$ and $5 + 9$.

Check a subtraction by adding the answer to the smaller number in the original subtraction.

Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more.
Partition all numbers to 20 into pairs and write related addition and subtraction facts.
Find and learn by heart all number pairs to 10 and pairs with a total of 20.
Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50.
Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10.
Recognise the use of a symbol such as Δ to represent an unknown, e.g. $\Delta + 5 = 10$.
Solve number sentences such as $27 + 5 = 32$.
Use the = sign to represent equality, e.g. $16 + 4 = 17 + 3$.
Add and subtract a single digit to and from a two-digit number.
Add four or five small numbers together.
Understand subtraction as both difference and take away.
Understand that addition can be done in any order, but subtraction cannot.
Find a small difference between pairs of two-digit numbers.
Find all pairs of multiples of 10 with a total of 100 and write the related addition and subtraction facts.

Multiplication and Division

Students are learning to:

Double two-digit numbers.

Find doubles of multiples of 5 up to double 50 and corresponding halves.

Work out multiplication and division facts for the 3x and 4x tables.

Understand division as grouping and use the \div sign.

Understand that division can leave some left over.

Learn and recognise multiples of 2, 5 and 10 and derive the related division facts.

Geometry

Students are learning to:

Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognize common 2D shapes in different positions and orientations.

Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.

Identify simple relationships between numbers and shapes.

Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry.

Find examples of 2D and 3D shape and symmetry in the environment.

Follow and give instructions involving position, direction and movement.

Recognise whole, half and quarter turns, both clockwise and anti-clockwise.

Recognise that a right angle is a quarter turn.

Measurement

Students are learning to:

Recognise all coins and notes and use money notation.

Find totals and the coins and notes required to pay a given amount; work out change.

Compare lengths, weights and capacities using the standard units: centimetre, metre, 100 g, kilogram, and litre.

Estimate, measure and compare lengths, weights and capacities, using uniform non-standard and standard units and appropriate measuring tools.

Know the units of time (seconds, minutes, hours, days, weeks, months and years).

Read the time to the half hour on digital and analogue clocks.

Know the relationships between consecutive units of time.

Measure activities using seconds and minutes.

Know and order the days of the week and the months of the year.

Data Handling

Students are learning to:

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'.

In an effort to help you provide extension for your children at home, we are giving few websites which can work through with your children :

General:

Cambridge: <https://www.cambridgeenglish.org/learning-english/games-social/>

ABCya: http://www.abcya.com/first_grade_computers.htm

Starfall: <http://www.starfall.com/>

Reading

Jolly Phonics: <https://www.jollylearning.co.uk/free-parent-teacher-resources/>

Oxford Owl: <https://www.oxfordowl.co.uk/>

Roy the Zebra: <https://www.roythezebra.com/>

Science

BBC Clips: http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml

Science Kids: <http://www.sciencekids.co.nz/gamesactivities.html>

Math

Addition games: <https://www.education.com/games/addition/>

Topmarks: <https://www.topmarks.co.uk/interactive.aspx?cat=8>

BBC Numeracy: http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

21st Century Learning at home and in the classroom!

This is our second year of using online resources for homework support and our Character Education program.



Show My Homework: Each student has a personal login that gives access to the homework that has been assigned each week. Using Show My Homework has supported our development of 21st Century Learning by using online assignments to support student learning.

The logo for Mathletics, which is a blue, rounded rectangular shape with the word "Mathletics" written in white.

Mathletics

Mathletics: Mathletics is an online resource, used mostly for homework, that uses games and friendly competition to strengthen students' Maths skills. This year, we will be using it with Years 3-6.



secondSTEP is part of our Character Education program. Teachers use online and printed materials to teach and strengthen important social skills such as Learning to Focus and Listen, Learning to Stay Calm and Problem Solve, as well as Learning to develop Empathy (recognizing and feeling emotions that others feel).