



DULWICH COLLEGE
SHANGHAI

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Year Two

Curriculum Overview – Term 2

2013-2014



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NUMERACY

The Numeracy curriculum consists of five units of work, which are repeated and extended each term.

Counting, partitioning and calculating numbers

- Place value
- Partitioning into multiples of 10 and ones
- Comparing, ordering, reading and writing numbers
- Using symbols for greater than and less than $<$ $>$
- Patterns and sequences
- Odd and even
- Mental methods
- Addition and subtraction
- Solving problems and puzzles; explaining methods and justifying decisions.

Securing number facts and understanding shape

- Addition and subtraction facts to 10; pairs that sum to 20; multiples of 10 that sum to 100
- Tables for 2, 5 and 10
- Solving problems involving numbers, money and measures; using addition, subtraction, multiplication and division
- Patterns, relationships and properties of numbers and shapes
- Estimating and checking answers
- 2D and 3D shapes
- Line symmetry
- Sorting and making shapes.

Handling data and measures

- Sorting information on a diagram
- Organising information using lists and tables
- Presenting data in block graphs and pictograms
- Collecting, organising, presenting and interpreting data to answer questions
- Identifying further questions
- Choosing and using appropriate units of measure and measuring equipment
- Measuring and comparing lengths, weights and capacities using standard units.

Calculating, measuring and understanding shape

- Mental calculations
- Informal written calculations
- Following and giving instructions for movement, using mathematical language
- Solving problems involving numbers, money, measures or time
- Estimating, comparing and measuring lengths, weights and capacities
- Using units of time and reading time to the quarter hour
- Reading scales and interpreting the divisions.

Securing number facts, relationships and calculating

- Counting on and back from different numbers in 2s, 5s and 10s
- Building on the 2, 5 or 10 times tables
- Finding half, quarter and three quarters of shapes and sets of objects
- Doubles of numbers to 20 and corresponding halves
- Describing patterns and relationships involving numbers or shapes and testing examples that fit conditions
- Solving problems using counting, the four operations and doubling or halving in practical contexts, including measures or money
- Using symbols for the four operations (addition, subtraction, multiplication and division) to describe, record and interpret number sentences
- Multiplication as repeated addition and arrays
- Division as sharing and repeated subtraction.



LITERACY

Narrative – Poetry ‘Really Looking’

- Speak with clarity and use appropriate intonation when reading and reciting texts.
- Respond to presentations by describing characters, repeating some highlight and commenting constructively.
- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement.
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on.
- Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.
- Consider how mood and atmosphere are created in live or recorded performance.
- Explore how particular words are used, including words and expressions with similar meanings.
- Looking at and gaining experience of writing poetry.

Non-fiction – Non-chronological Reports

- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.
- Select from different presentational features to suit particular writing purposes on paper and on screen.
- Developing knowledge of common spelling patterns.
- Practising cursive script.
- Developing reading skills, reading aloud with appropriate intonation and expression.
- Developing reading comprehension.
- Use appropriate language to make sections hang together.
- Investigating other ways of presenting text, e.g. speech bubbles, bold, capitals, captions etc.
- Draw together ideas and information from across a whole text, using simple signposts in the text.
- Developing knowledge of punctuation.
- Use question marks and use commas to separate items in a list.
- Developing grammatical awareness, e.g. tenses and verb agreement.
- Using dictionaries and glossaries
- Looking at and gaining experience of writing explanation texts.

Narrative – Traditional Stories

- Re-tell real and imagined stories using the conventions of familiar story language.
- Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class.
- Read and spell less common alternative graphemes including trigraphs.
- Give some reasons why things happen and or characters change.
- Draw on knowledge and experience of texts in deciding and planning what and how to write.
- Write simple and compound sentences and begin to use subordination in relation to time and reason.
- Word process short narrative and non-narrative texts.
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.
- Know how to tackle unfamiliar words that are not completely decodable.
- Read high and medium frequency words independently and automatically.
- Looking at and gaining experience of writing traditional stories.

Narrative - Stories by the Same Author

- Listen to others in class, ask relevant questions and follow instructions.
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on.
- Adopt appropriate roles in small or large groups and consider alternative courses of action.
- Read independently and with increasing fluency longer and less familiar texts.



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- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.
- Know how to tackle unfamiliar words that are not completely decodable.
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters.
- Engage with books through exploring and enacting interpretations.
- Explain their reactions to texts, commenting on important aspects.
- Sustain form in narrative, including use of person and time.
- Use planning to establish clear sections for writing.
- Compose sentences using tense consistently (present and past).

CREATIVE CURRICULUM STUDIES

Focus: This unit of work is based on the topic 'Explorers and Adventurers'.

Objectives covered throughout the term: Pupils should be able to:

Art

- Record from first hand evidence, experience and imagination.
- Ask and answer questions about starting points for work.
- Investigate the possibilities of a range of materials and processes.
- Try out tools and techniques, including drawing
- Represent observations, ideas and feelings to design and make images and artefacts.
- Use visual and tactile elements including colour, pattern, texture, line, tone, shape form and space.
- Explore materials and processes used in making art, craft and design
- Recognise differences and similarities in the work of artists, crafts people and designers in different times and cultures.

Design and technology

- Plan by suggesting what to do next as ideas develop.
- Communicate ideas using a variety of methods, including drawing and making models.
- Measure, mark out, cut and shape a range of materials.
- Use simple finishing techniques to improve the appearance of their product, using a range of equipment.
- Understand how some mechanisms can be used in different ways.

Geography

- Ask geographical questions and use geographical vocabulary.
- Observe and record.
- Express own views about people, places and environments.
- Use fieldwork skills.
- Communicate in different ways through pictures, speech and writing.
- Recognise changes in the environment.
- Make maps and plans.
- Identify and describe what places are like and where they are located.
- Study at a local scale.
- Recognise how places are linked to other places in the world.
- Recognise how places compare with other places.
- Recognise how places have become the way they are and how they are changing.
- Identify and describe where places are.
- Recognise how the environment may be improved and sustained.

History

- Place events and objects in chronological order.
- Use common words and phrases about the passing of time.
- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.



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- Identify different ways in which the past is represented.
- Find out about the past from a range of sources.
- To ask and answer questions about the past.
- Select from their knowledge of history and communicate in a variety of ways.

Science

- Recognise similarities and differences between themselves and others.
- Group living things according to observable similarities and differences.
- Ask questions and decide how answers to them might be found.
- Think about what might happen before deciding what to do.
- Use first hand experience and simple information sources to answer questions.
- Make observations and measurements when trying to answer a question.
- Make simple comparisons and identify simple patterns or associations.
- Plan and carry out an investigation, collect and present information, consider and evaluate results.
- Recognise when a test or comparison is unfair.
- Find out about, and describe the movement of, familiar things.
- Understand that both pushes and pulls are examples of forces.
- Recognise that when things speed up, slow down or change direction, there is a cause.



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ICT

Focus: Finding information

- Learning to navigate and search for information held on a CD-ROM.
- Using menus, indexes and key words to search for pictures and gather information.

Focus: Controlling a floor turtle

- Learning how to create, test and modify instructions to control the movements of a floor turtle
- Programming the floor turtle to move around an area by using single instruction, a set of instructions and repeated sequences
- Developing understanding of programmed devices.

MUSIC

Focus: Controlling sounds through singing and playing performing skills:

Children should be able to

- Sing a repertoire of known songs with a sense of accurate pitch, appropriate tone and in time with others or an accompaniment
- Perform simple repertoire on recorder using notes BAGCD individually and as part of a group or musical ensemble
- Move appropriately in response to differing styles of Music.

Focus: Creating and developing musical ideas composing skills.

Children should be able to:

- Choose musical patterns to accompany known songs using classroom instruments.

Focus: Responding and reviewing appraising skills

Children should be able to:

- Identify key works by Mozart and Beethoven using aural discrimination skills
- Identify how different ensembles are used for different musical purposes
- Identify Chinese Music and Instruments.

Focus: Listening, and applying knowledge and understanding.

Children should be able to:

- Accurately place BAGCD on the staff and read/sing/play melodic patterns using these notes.
- Write and recognize the treble clef and place at the beginning of the staff when writing music.
- Work out all treble clef note names using 'finger staves'.

PHYSICAL EDUCATION

Focus: Gymnastics and Games

- Gymnastics: Children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. Focus on increasing their range of basic gymnastic skills. They create simple sequences of actions on the floor then transfer what they learn on the floor to apparatus.
- Games: Improve and apply basic skills in games. Play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. In all games students think about how to use skills, strategies and tactics to outwit the opposition.



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MANDARIN:

THREE PATHWAYS IN DUCKS:

- **PATHWAY 1----- MFL:** Mandarin as a Foreign Language is designed for non-native/non heritage students.
- **PATHWAY 2-----MSL:** Mandarin as a Second language is for heritage students who have been living out of China (or other areas where Chinese is used as an official language), or non-heritage students who have been living in China for a long time and are almost fluent in speaking Mandarin.
- **PATHWAY 3-----CNL:** Students in this pathway acquired and learned Chinese as their 1st language while receiving their prior school education by using Chinese as instructional medium. English usually is their second language.

MFL Focus: Listening, Speaking skills, Character recognition, Phonetic symbols and tones, Vocabulary and Dialogue

- Chinese New Year/ Use greetings associated with Chinese New Year, like “Happy Lunar New Year” etc.
- Traditional customs: Chinese Zodiac
- Wild animals :be able to say the sentence like “I like tigers, lions and elephants.” learn phonetic symbols: an, en, in; 5 radicals and the relevant characters.
- Pets :be able to express the pet they like; know the difference between wild animals and pets; be able to describe their own pet at home ; learn phonetic symbols un, ün.
- Body parts and the function of five sense :learn some adjective words like ‘big’, ‘small’ and phrases such as ‘big eyes’, ‘small hand’; learn the phonetic symbols: ang, eng, ing, ong;
- Introduce 2 radicals and 4 characters.

MSL Focus: Pin yin ,Chinese Characters, , Grammar and practice

- Pin yin:
 - able to recognise and read vowels and initial consonants
 - able to distinguish between front nasal sound and back nasal sound
 - able to spell syllables
 - able to recognise characters with the help of Pinyin
- able to recognise and read 80 characters most in use
 - able to remember 5 basic radicals of Chinese characters
 - know the rules of stroke order
 - able to write 40 Chinese characters most in use by the correct writing orders
- know the meaning of the characters appearing in the text, use them to form words and make sentences
- able to express themselves by using simple sentences
- able to read and recite the Chinese rhymes they have learnt fluently



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CNL Focus: Spelling, Pin yin, Chinese Characters, Grammar and Comprehension

- Pin yin:
 - able to recognise and read vowels and initial consonants
 - able to distinguish between front nasal sound and back nasal sound
 - able to spell syllables
 - able to recognise characters with the help of Pinyin
- Word Level:
 - able to recognise and read 95 characters most in use
 - able to remember 9 basic strokes of Chinese characters
 - know the rules of stroke order
 - able to remember 5 basic radicals of Chinese characters
 - able to write 60 Chinese characters most in use by the correct writing orders
- Sentence level:
 - know the meaning of the characters appearing in the text, use them to form words and make sentences
 - able to express themselves by using simple sentences
- Text level:
 - able to read and recite the Chinese rhymes they have learnt fluently
- Reading:
 - encourage students to be enthusiastic readers