



DULWICH COLLEGE
SHANGHAI

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Year 2

Curriculum Overview

Term 3 2013-14



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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.



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Literacy

Poetry- Silly Stuff

- 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
- Explain their reactions to texts, commenting on important aspects
- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Make adventurous word and language choices appropriate to the style and purpose of the text.

Narrative – Significant Authors

- Respond to presentations by describing characters, repeating some highlight and commenting constructively
- Present part of stories, their own stories or work drawn from different parts of the curriculum for members of their own class
- Give some reasons why things happen or characters change
- Engage with books through exploring and enacting interpretations
- Sustain form in narrative, including use of person and time
- Select from different presentational features to suit particular writing purposes on paper
- Use appropriate language to make sections hang together
- Compose sentences using tense consistently (present and past).

Non-fiction – Explanation Texts

- Identify organisational features of explanation texts
- Construct a glossary of words from current curriculum topic
- Discuss how diagrams, charts, labels and captions are used in non-fiction texts
- Demonstrate how to organise stages in a process using time and causal connectives
- Write an explanation text using causal connectives to link section of text.

Non-fiction – Instruction Texts

- Give and follow oral instructions
- Explore and discuss a variety of instructions and their layout
- Understand language features of written instructions
- Sequence a range of instructional statements accurately
- Explore and use the imperative verb tense
- Write instructions and evaluate them.

Cross Curricular Studies

Focus: The Food Factory

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

Science:

- Find out how the shapes of objects made from some materials can be changed by some processes
- Investigate processes such as squashing, bending, twisting and stretching with a variety of materials
- Explore and describe the way some everyday materials change when they are heated or cooled.
- 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.



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Design technology and Art:

- Record from first – hand observation, experience and imagination and explore ideas
- Ask and answer questions about the starting points for their work and develop their ideas
- Identify what they might change in their current work or develop in their future work
- Explore a range of starting points for practical work
- Develop ideas by shaping materials and putting together components
- Use simple finishing techniques to improve the appearance of their product, using a range of equipment
- Know about the different working characteristics of materials
- Design and make assignments using a range of materials
- Explore the sensory qualities of materials
- Follow safe procedures for food safety and hygiene.
- Review what they and others have done and what they think of it
- Differences and similarities in artists work from different times
- Investigate different kinds of art, craft and design.

PSHCE:

- Take part in discussions [for example, talking about topics of school, local, national and global concern, such as 'where our food and raw materials for industry come from']
- Make real choices
- Consider social and moral dilemmas that they come across in everyday life
- Ask for help.

ICT

Focus: Questions and Answers

- Know that there are different programs for collecting and presenting data; ask questions in different ways to find things out
- Develop the awareness of different types of questions, how they can be asked and how ICT can be used to answer them using different types of software
- Learn how to ask questions that can be answered with yes or no responses. Work on a binary tree program to practice their questioning skills
- Learn that some of the programs we have used so far to present data cannot provide the answers to some specific questions.

Music

Focus: End of Year Concert

- 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 DEFGABC'D' individually and as part of a group or musical ensemble
- Move appropriately in response to differing styles of Music
- Choose musical patterns to accompany known songs using classroom instruments
- Play ostinato on Orff instruments.
- Identify instruments correctly within a piece of music
- Identify instrument families
- Accurately place D, E, F, G, A, B, C' and D' on the staff and read/sing/play melodic patterns using these notes.
- Write and recognise the treble clef and place at the beginning of the staff when writing music.
- Work out all treble clef note names using 'finger staves'.



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Physical Education

Focus: Games

- Learn how to hit or strike the ball into spaces, so that runs can be scored in different ways
- Develop catching and throwing skills
- When fielding, the students learn how to work together to keep the batters' scores down
- In all games, students think about how to use skills, strategies and tactics to outwit the opposition.

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.

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.
- Word level:
 - 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.
- 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.



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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.