



DULWICH COLLEGE
SHANGHAI

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Year 2

Curriculum Overview – Term 1

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



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Literacy

** Many of the Narrative and non-fiction objectives are repeated over the year**

Narrative – Familiar settings and traditional stories

- Read and tell stories with settings and themes that are familiar to children, for example home, school, shops, holidays, getting lost, making friends, being ill.
- Identify the sequence of events in stories.
- Identify characters.
- Retell the story from one character's point of view and explore different courses of action.
- Describe a character from the story and retell what they do in the story, orally and in writing.
- Review stories. Discuss the way that one event leads to another.
- Predict characters' actions and the sequence of events from other stories
- Plan the structure of a story: opening, something happens, events to sort it out, ending.
- Write the beginning of a story.
- Write their own endings.
- Plan and tell stories based on their own experience.
- Read independently and with increasing fluency longer and less familiar texts.
- 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.
- Read and spell less common alternative graphemes including trigraphs.
- Read high and medium frequency words independently and automatically.
- 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.
- Read and spell less common alternative graphemes including trigraphs.

Non fiction – Information texts and instructions

- Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways.
- Use contents pages/menus, dictionaries, indexes.
- Locate definitions/explanations in dictionaries and glossaries.
- Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.
- Finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia.
- Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.
- Write simple information texts incorporating labelled pictures and diagrams.
- Draw on knowledge and experience of texts in deciding and planning what and how to write.
- Maintain consistency in non-narrative, including purpose and tense.
- Create an alphabetically ordered dictionary or glossary of special interest words.
- Speak with clarity and use appropriate intonation when reading and reciting texts.
- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement.
- Draw together ideas and information from across a whole text, using simple signposts in the text.
- Select from different presentational features to suit particular writing purposes on paper and on screen.
- Use appropriate language to make sections hang together.
- Use question marks, and use commas to separate items in a list.
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.
- Listen to others in class, ask relevant questions and follow instructions.
- Listen to talk by an adult, remember some specific points and identify what they have learned.
- Give some reasons why things happen or characters change.
- Write simple and compound sentences and begin to use subordination in relation to time and reason.



Poetry – International poetry ‘Patterns on a Page’ & ‘Really Looking’

- Respond to presentations by describing characters, repeating some highlight and commenting constructively.
- 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.
- Make adventurous word and language choices appropriate to the style and purpose of the text.
- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.
- Form and use the four basic handwriting joins.
- Wordprocess short narrative and non-narrative texts.

Creative Curriculum Studies

FOCUS: This unit of work is based on the theme of “Our World”.

- Recognise and compare the main external parts of the bodies of humans and other animals.
- Explain that humans and other animals need food and water to stay alive.
- Explain that taking exercise and eating the right types and amounts of food help humans to keep healthy.
- Recognise that drugs can be used as medicines.
- Identify how to treat animals with care and sensitivity.
- Explain that humans and other animals can produce offspring and that these offspring grow into adults.
- Recognise that senses enable humans and other animals to be aware of the world around them.
- Find out about the different kinds of plants and animals in the local environment.
- Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there.
- Care for the environment.
- Identify everyday appliances that use electricity.
- Create simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors].
- Use a switch and know that it can be used to break a circuit.
- Ask geographical questions [for example, 'What is it like to live in this place?']
- Observe and record [for example, identify buildings in the street and complete a chart].
- Express their own views about people, places and environments [for example, about litter in the school].
- Use geographical vocabulary [for example, hill, river, motorway, near, far, north, south].
- Use fieldwork skills [for example, recording information on a school plan or local area map].
- Use globes, maps and plans at a range of scales [for example, following a route on a map].
- Use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts].
- Make maps and plans [for example, a pictorial map of a place in a story].
- Record from first-hand observation, experience and imagination, and explore ideas.
- Investigate the possibilities of a range of materials and processes.
- Try out tools and techniques and apply these to materials and processes, including drawing.
- Use a range of materials and processes used in making art, craft and design.
- Explore a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment].
- Use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].
- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.



- Talk about and explore past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].
- Ask and answer questions about the past.
- Generate ideas by drawing on their own and other people's experiences.
- Plan by suggesting what to do next as their ideas develop.
- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- Share their opinions on things that matter to them and explain their views.
- Recognise, name and deal with their feelings in a positive way.
- Take part in discussions with one other person and the whole class.
- Recognise choices they can make, and recognise the difference between right and wrong.
- Agree and follow rules for their group and classroom, and understand how rules help them.
- Realise that people and other living things have needs, and that they have responsibilities to meet them.
- Name the main parts of the body.
- Explain that all household products, including medicines, can be harmful if not used properly.
- Make simple choices that improve their health and well-being.
- Maintain personal hygiene.
- Explain how some diseases spread and can be controlled.
- Explain the process of growing from young to old and be aware of how people's needs change.

ICT

Focus: Keyboard Skill & Computer Painting

- Introduction to the keyboard and recognising and using some function keys e.g. shift, backspace, enter, delete and cursor keys.
- Using Microsoft Word, editing text e.g. changing the colour and size, save work
- Using computer graphics package to create picture
- Improve picture by using tools e.g. brush, spray, flood fill, line, shape, texture, save work

Music

Focus: Controlling sounds through singing and playing performing skills:

Students 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
- Recognise the patterns of notes on tuned percussion instruments
- Move appropriately in response to differing styles of Music

Focus: Creating and developing musical ideas composing skills:

Students should be able to:

- Choose musical patterns to accompany known songs using classroom instruments

Focus: Responding and reviewing appraising skills:

Students should be able to:

- Identify aurally and visually the different sections heard during the music listening excerpts

Focus: Listening and applying knowledge and understanding:

Students should be able to:

- Accurately place so and mi on the staff and read/sing melodic patterns using these notes
- Play, sing and read forte and piano indications in Music



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Physical Education

Focus: Games & Athletics

- 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.
- Athletics: Explore running, jumping and throwing activities and take part in simple challenges and competitions. Experience different ways of travelling, throwing and jumping, increasing awareness of speed and distance. How to achieve the greatest possible speed, height, distance and accuracy.

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 1 Focus: Listening and Speaking

- Say the numbers in Chinese from 1 to 10; Learn the phonetic symbols: a, o, e; recognise the 8 basic strokes.
- Introduce greetings like "Good morning," "Goodbye," "Thank you", "You are welcome", "I am sorry", "That's all right"; being polite to others. Know the phonetic symbols: i, u, ü, b, p, m, f; 6 radicals and the relevant characters.
- Be able to introduce oneself in Chinese; Learn the phonetic symbols: d, t, n, l; Introduce 7 radicals and relevant characters.
- Know the name of our school correctly; Learn some words of school facilities; Know the phonetic symbols: g, k, h.
- Be able to introduce family members in Chinese; Know the phonetic symbols: j, q, x; Introduce 4 radicals and relevant characters.
- Know some adjective words and use those words to describe a family member; Learn phonetic symbols: zh, ch, sh, r.
- Introduce the city—Shanghai in China and some famous places in Shanghai; Know the phonetic symbols: z, c, s.
- Introduce some Chinese festivals and learn Chinese paper cutting; Know the phonetic symbols: y, w.

MFL 2: Focus: Listening, Speaking and Dialogues

- Know the numbers in Chinese from 1 to 10; learn the phonetic symbols: a, o, e; be able to write numbers from 1 to 10 in Mandarin, 6 radicals and the 8 basic strokes.
- Know greetings like "Good morning," "Thank you", "You are welcome", "I am sorry", "That's all right"; being polite to others. Be able to write 3 characters and 6 radicals. Know the phonetic symbols: i, u, ü, b, p, m, f.
- Be able to introduce oneself in simple sentences in Chinese; learn the phonetic symbols: d, t, n, l; be able to write 6 characters and 7 radicals.



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- Learn the name of our school correctly; Know some words of school facilities; Learn the phonetic symbols: g, k, h.
- Be able to use simple sentences to introduce family members in Chinese; Learn the phonetic symbols: g, k, h, j, q, x; be able to write 6 characters and 4 radicals.
- Be able to use some adjective words to describe a family member; Learn phonetic symbols: zh, ch, sh, r; be able to write 3 radicals.
- Introduce the city—Shanghai in China and some famous places in Shanghai; Know the phonetic symbols: z, c, s.
- Introduce some Chinese festivals and learn Chinese paper cutting; Know the phonetic symbols: y, w.

MFL 3: Focus: Character Recognition, Listening, Dialogue & Reading

- Able to read and write numbers from 1 to 10; Memorise 4 basic strokes correctly; Recognise phonetic symbols: a o e
- Able to use greeting sentences correctly; Memorize 4 more basic strokes; Recognise phonetic symbols: i u ü b p m f with correct tones; Able to recognise 8 basic radicals and relevant characters.
- Able to use simple sentences to introduce oneself, such as “my name is...” and “I’m ...years old.”; Recognise phonetic symbols: d t n l; Memorise 7 radicals and relevant characters.
- Know the name of our school correctly; Recognise some words of school facilities; Know the phonetic symbols: g, k, h.
- Able to describe one’s family in short sentences, such as “Where is mum?” “My mum is in the living room”; Learn phonetic symbols: j q x; Memorise 4 radicals and relevant characters.
- Recognise and write some adjective words and use those words to describe a family member; Learn phonetic symbols: zh, ch, sh, r.
- Introduce the city—Shanghai in China and some famous places in Shanghai; Recognise and write the phonetic symbols: z, c, s, r.
- Introduce some Chinese festivals and learn Chinese paper cutting; Recognise and write the phonetic symbols: y, w.

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

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



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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