



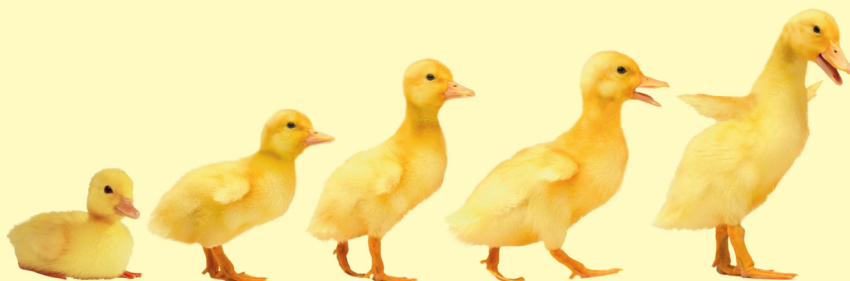
DUCKS

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Year 2

Curriculum Guide

Term 1 – 2012/13



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CONTENTS

| | |
|--------------------------------|---|
| Numeracy | 3 |
| Literacy | 4 |
| Cross Curricular Studies | 5 |
| ICT | 5 |
| Music | 6 |
| Physical Education | 6 |
| Mandarin (MFL) | 7 |
| Mandarin (MNL) | 8 |



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

** Many of the Narrative objectives are repeated in Poetry and Non fiction**

Narrative -Familiar settings

- Speak with clarity and use appropriate intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- 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
- Know how to tackle unfamiliar words which 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
- Draw together ideas and information from across a whole text, using simple signposts in the text
- Read whole books on their own, choosing and justifying selections
- Engage with books through exploring and enacting interpretations
- 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
- 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).

Non fiction- Instructions and Explanations

- 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
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Maintain consistency in non-narrative, including purpose and tense
- 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 topic of 'Chocolate'. We will also be looking at the topic 'Around the World' during UN week.

Objectives covered within the topics: Children should be able to:

- Generate ideas by drawing on their own and other peoples; experiences
- Talk about their ideas
- Communicate their ideas using a variety of methods including drawing and making models
- Follow safe procedures for food safety and hygiene
- Measure, mark out, cut and shape a range of materials
- Review what they and others have done and say what they think and feel about it
- Record from first-hand observation, experience and imagination
- Investigate the possibilities of a range of materials and processes
- Use a range of materials and processes (painting, collage, print making and digital media)
- Ask geographical questions and use geographical vocabulary
- Use globes, maps and plans at a range of scales
- Use secondary sources of information
- Identify and describe what places are like and where they are located
- Recognise how places compare with other places
- Recognise changes in physical and human features
- Place events and objects in chronological order
- Use common words and phrases relating to 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
- Identify different ways in which the past is represented
- Find out about the past from a range of sources of information
- Ask and answer questions about the past
- Understand about the way of life of people in the more distant past
- Ask questions and decide how they might find answers to them
- Use first hand experience and simple information sources to answer questions
- Think about what might happen before deciding what to do
- Recognise when a test or comparison is unfair
- Explore and describe the way some everyday materials change when they are heated or cooled
- Recognise that there are hazards in materials and physical processes and assess risks and take action to reduce risk to themselves and others.

ICT

Focus: Keyboard Skill and 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:

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
- 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:

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 aurally and visually the different sections heard during the music listening excerpts.

Focus: Listening and applying knowledge and understanding:

Children 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.

Physical Education

Focus: Games and 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 children 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 (MFL)

Group 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.

Group 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.
- 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.



Group 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.

Mandarin (CNL)

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

- Able to recognise and read simple vowels and initial consonants
- Able to distinguish between dental and blade-palatal
- Able to spell syllables
- Able to recognise characters with the help of Pinyin
- Able to recognise and read 126 characters most in use
- Able to remember 17 basic strokes of Chinese characters
- Know the rules of stroke order
- Able to write 48 Chinese characters most in use by the correct writing orders
- Know the meaning of the characters appearing in the text, use them to form phrases and make sentences
- Able to express themselves by using simple sentences
- Able to read and recite the Chinese rhymes they have learnt fluently
- Encourage children to be enthusiastic readers.