



Curriculum Mapping

2021 – 2022

Grade 2



POI 2021 - 2022

	UOI 1	UOI 2	UOI 3	UOI 4
	05 SEPT – 04 NOVEMBER 9 WEEKS	07 NOV – 20 JAN 9 WEEKS	23 JAN – 31 MAR 9 WEEKS	03 APR – 09 JUNE 10 WEEKS
KG 1	WHO WE ARE Every day I can learn more about me and who I am	HOW THE WORLD WORKS Understanding materials determines how people use them.	SHARING THE PLANET Living things have specific needs in order to grow and stay healthy.	HOW WE EXPRESS OURSELVES We use self-expression to communicate our ideas and feelings.
KG 2	WHO WE ARE Making and keeping friends are important life skills.	SHARING THE PLANET Plants are an important part of our environment.	HOW WE ORGANISE OURSELVES People play different roles in communities to which they belong.	HOW WE EXPRESS OURSELVES Through play we express our feelings and ideas and come to new understandings.
GRADE 1	WHO WE ARE Family relationships contribute to shaping our identity.	WHERE WE ARE IN PLACE AND TIME The history of my country can teach me about myself.	HOW THE WORLD WORKS All living things go through a process of change	HOW WE EXPRESS OURSELVES Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	05 SEPT – 14 OCT 6 WEEKS	17 OCT – 25 NOV 6 WEEKS	28 NOV – 27 JAN 7 WEEKS	30 JAN – 17 MAR* 7 WEEKS [PYPX 16-17 Mar]	20 MAR – 28 APR* 6 WEEKS	01 MAY – 09 JUNE 6 WEEKS
GRADE 2	WHO WE ARE Citizens of a community have rights and responsibilities.	WHERE WE ARE IN PLACE AND TIME Homes may be influenced by a variety of factors.	SHARING THE PLANET Animals depend on their habitat for survival.	HOW THE WORLD WORKS Light comes from varying sources and affects us in different ways.	HOW WE ORGANISE OURSELVES Communication connects people and communities.	HOW WE EXPRESS OURSELVES The natural world inspires creative expression.
GRADE 3	HOW WE ORGANISE OURSELVES Communities work together to make and follow agreements.	HOW WE EXPRESS OURSELVES People recognize important events through celebrations and traditions.	WHO WE ARE The choices we make contribute to the well being of ourselves and others.	HOW THE WORLD WORKS People apply their understanding of forces to improve, invent, and create.	SHARING THE PLANET Water is a natural resource that sustains our planet and all living things.	WHERE WE ARE IN PLACE AND TIME Interpreting artefacts provides insight into peoples' histories.
GRADE 4	WHO WE ARE Knowledge of our cultural heritage provides an insight into how we relate to others	SHARING THE PLANET Children worldwide encounter a range of challenges and opportunities	HOW THE WORLD WORKS The earth experiences changes caused by geological forces.	WHERE WE ARE IN PLACE AND TIME Exploration can lead to discoveries, opportunities and new understanding.	HOW WE ORGANISE OURSELVES Communities organise systems to manage their environment.	HOW WE EXPRESS OURSELVES Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	SHARING THE PLANET Small steps can lead to global change and a more peaceful world.	HOW THE WORLD WORKS Matter exists in different forms which can be changed and used for a variety of purposes.	HOW WE EXPRESS OURSELVES People use sounds, words and images to inform, entertain and persuade specific audiences.	WHO WE ARE PYP EXHIBITION	HOW WE ORGANISE OURSELVES Economic activity relies on the system of production, exchange and the consumption of goods and services.	WHERE WE ARE IN PLACE AND TIME Migration is a response to human circumstances and challenges.

Overall Expectations

LANGUAGE

Oral language—listening and speaking

Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Visual language—viewing and presenting

Phase 2

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Written language—reading

Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Written language—writing

Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

MATHEMATICS

Data handling

Phase 2

Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Measurement

Phase 2

Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Shape and space

Phase 2

Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Pattern and function

Phase 2

Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Number

Phase 2

Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

SCIENCE

Ages 5–7 years

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Arts

Responding

Phase 2

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind.

Creating

Phase 2

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

PSPE

Identity

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Active Living

Phase 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Interactions

Phase 2

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Social Studies

Ages 5–7 years

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of

time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

ICT

Technology in the PYP

CURRICULUM MAPPING 2021-2022		SEMESTER 1	
GRADE 2	UOI 1	UOI 2	UOI 3
TD Theme	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET
Unit of Inquiry	<p>CENTRAL IDEA Citizens of a community have rights and responsibilities.</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Describing citizenship • Rights and responsibilities of citizens in a community Our responsibilities as a citizen [locally and globally] 	<p>CENTRAL IDEA Homes may be influenced by a variety of factors.</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different types of homes • Environmental influences on homes • Changes to homes over time 	<p>CENTRAL IDEA Animals depend on their habitat for survival.</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different types of habitats • Survival features of animals • Human impact on natural habitats.
Concepts	<p>Form <i>What is a citizen?</i> Causation <i>Why do we have rights?</i> Responsibility <i>Do all citizens have the same responsibilities?</i></p>	<p>Form <i>What is a home?</i> Causation <i>How does the environment that you live in influence the design of your house?</i> Change <i>How have house designs changed over time?</i></p>	<p>Connection <i>How are habitats the same/ different</i> Causation <i>Why do animals have certain features?</i> Responsibility <i>What can I do to have a positive impact?</i></p>
Related Concepts	Rights Community	Landscape Settlements	Interdependence Conservation Adaptation
TD Subjects	PSPE Social Studies English	Social Studies Art	Social Studies Science English
SDG	10. Reduced inequalities	11. Sustainable cities and communities	13. Climate action 14. Life below water 15. Life on land
ATL Skills	<p>Communication: <u>Listening</u> I am able to listen to directions and instructions Listen to, and follow the information and directions of others</p> <p>Research: <u>Formulating and Planning</u> I can share my questions with others and think about which questions help our inquiry the most Ask or design relevant questions of interest that can be researched.</p> <p>Self management: <u>Organisation</u> I can gather equipment and tools needed for my learning. Bring necessary equipment and supplies to class.</p> <p>Social: <u>Interpersonal relationships</u> I learn cooperatively in a group: sharing and taking turns. Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>Thinking: <u>Creative thinking</u> I can formulate "what if" questions and use them to drive my inquiries. Ask "what if" questions and generate testable hypotheses.</p>	<p>Communication: <u>Speaking</u> I am beginning to state my opinions clearly and respectfully. State opinions clearly, logically and respectfully.</p> <p>Research: <u>Synthesizing and interpreting</u> I can choose the most useful information or data. Take relevant bits of information from different sources and put it together into a format that makes sense.</p> <p>Self management: <u>Mindfulness</u> I try my best to focus on one task at a time without getting distracted. Use strategies to support concentration and overcome distractions.</p> <p>Social: <u>Social and emotional Intelligence</u> I am self and socially aware Be self and socially aware.</p> <p>Thinking: <u>Creative thinking - Generating novel ideas</u> I can make 'new to me' connections Make unexpected or unusual connections between objects and/or ideas</p>	<p>Communication: <u>Literacy Writing</u> I can use tools such as graphic organizers to plan, draft and edit my writing. Use tools such as graphic organizers to plan, draft and edit my writing.</p> <p>Research: <u>Information Literacy Gathering and Documenting</u> I can use a strategy to highlight key information with support from my teacher. Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>Self management: <u>States of Mind Self Motivation</u> I use my initiative to solve problems and to work through different situations. Practice positive thinking and language that reinforces self-motivation.</p> <p>Social: <u>Interpersonal Relationships</u> I am learning to practice empathy and care for others. Practise empathy and care for others.</p> <p>Thinking: <u>Critical thinking Forming Decisions</u> I can draw conclusions based on what I have learned Draw conclusions and generalizations</p>

Learner Profile <u>PSE</u>	Reflective Principled Interactions Conceptual Understanding Participation in a group can require group members to take on different roles and responsibilities. Outcomes <ul style="list-style-type: none"> Recognise the different group roles and responsibilities. Ask questions and express wonderings Conceptual understanding Responsible citizenship involves conservation and preservation of the local environment. Outcomes <ul style="list-style-type: none"> Discuss and set goals for group interactions. Share ideas clearly and confidently. Understand the impact of their actions on each other and the environment. 	Thinker Reflective Identity Conceptual Understandings There are many factors that contribute to a person's individual identity. Outcomes <ul style="list-style-type: none"> Identify positive thoughts and attitudes in themselves and others. Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences. Interactions Conceptual Understandings There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Outcomes <ul style="list-style-type: none"> Value interacting, playing and learning with others. Ask questions and express wonderings. Share ideas clearly and confidently. 	Principled Caring Risk Taker Identity Conceptual Understandings A positive attitude helps us to overcome challenges and approach problems. Outcomes <ul style="list-style-type: none"> Understand the impact of their actions on each other and the environment. Willingly approach and persevere with new situations. Reflect on their experiences in order to build a deeper understanding of self. Solve problems and overcome difficulties with a sense of optimism. Our actions towards others influence their actions towards us.
Language Writing Genre	Focused Narrative <u>Framework and Features</u>	Focused Recount <u>Framework and Features</u>	Focused Report <u>Framework and Features</u>
Language <u>IB Scope and Sequence</u>	Reading Skills <u>Overview</u> <u>Comprehension Scope and Sequence</u> Phonics <u>Scope and Sequence</u> Grammar A simple sentence contains a subject and a verb Past tense - subject and verb agreement Conjunction and to join sentences Punctuation A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark Recognise , (list and pause) Handwriting Use the font "Sassoon" Write legibly, using upper and lower-case letters appropriately Correct spacing within and between words	Reading Skills <u>Overview</u> <u>Comprehension Skills</u> <u>Scope and Sequence</u> Phonics <u>Scope and Sequence</u> Grammar Determining the noun to which a pronoun refers Subject-verb agreement to maintain tense Compound sentences with <i>and, because, (so, but)</i> to connect ideas Punctuation <ul style="list-style-type: none"> capital letter full stop question mark exclamation mark Handwriting Write legibly, using upper and lower-case letters appropriately Correct spacing within and between words Write from left to right and top to bottom of the page	Reading Skills <u>Overview</u> <u>Comprehension Skills</u> <u>Scope and Sequence</u> Phonics <u>Scope and Sequence</u> Grammar Adjectives Punctuation <ul style="list-style-type: none"> capital letter full stop question mark exclamation mark Handwriting Use the font "Sassoon" Write legibly, using upper and lower-case letters appropriately Correct spacing within and between words Practise writing at speed Write from left to right and top to bottom of the page

	Write from left to right and top to bottom of the page		
Outcomes	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Use language to express their needs, feelings and opinions <p>Reading</p> <ul style="list-style-type: none"> Participates in shared reading Identify general features of known text types <ul style="list-style-type: none"> common features of non fiction texts familiar story openings and endings Apply phonetic and visual strategies when decoding print <ul style="list-style-type: none"> word chunks - little words inside of big words knowledge of sounds to decode single syllable words with short vowels uses pictures as a contextual cue Reads most CVC words automatically without the need for sounding and blending. Develop contextual clues <ul style="list-style-type: none"> jumbled sentences and sentence structure Identify and retell important/main ideas Beginning to make inferences based on titles, text, and/or illustrations Answer questions including who, what, when, where, why <p>Writing</p> <ul style="list-style-type: none"> Writes a narrative highlighting the taught framework and features <p>Framework</p> <ul style="list-style-type: none"> Title Opening - One day/ Once upon a time etc Introduces a character or characters Initiating event or problem <p>Features</p> <ul style="list-style-type: none"> Written in past tense 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Listens carefully and responds appropriately [ATL] Listen for specific purposes and information, including instruction <p>Reading</p> <ul style="list-style-type: none"> Participates in shared reading Develop contextual clues <ul style="list-style-type: none"> jumbled sentences and sentence structure Uses meaning, contextual, visual cues to decode unknown words [Resource] <ul style="list-style-type: none"> word chunks - little words inside of big words pictures clues Apply phonetic strategies when decoding print Reads most CVC words automatically without the need for sounding and blending. Identify and explain the basic structure of a story <ul style="list-style-type: none"> beginning, middle and end Make predictions about a story based on own knowledge and experience Comprehension Begin to explain cause and effect Answer questions including who, what, when, where, why Can locate specific information on a given page in response to a question. <p>Writing</p> <ul style="list-style-type: none"> Writes a recount highlighting the taught framework and features. <p>Framework</p> <ul style="list-style-type: none"> Introduction - who, when, where Description of who, when, where Series of events in order Detail of events Conclusion - something about the whole thing <p>Features</p> <ul style="list-style-type: none"> Written in first person Sequencing connectives (first, second, next) Written in past tense 	<p>Speaking and listening</p> <ul style="list-style-type: none"> Rehearse and deliver short presentations on familiar and new topics Using interactive skills <ul style="list-style-type: none"> speaking clearly varying tone, volume and pace <p>Reading</p> <ul style="list-style-type: none"> Participates in shared reading Uses meaning, contextual, visual cues to decode unknown words [Resource] <ul style="list-style-type: none"> word chunks - little words inside of big words pictures clues Apply phonetic strategies when decoding print - decoding 2 and 3 syllable words Beginning to use expression to show awareness of punctuation when reading out loud Distinguish between fiction and nonfiction Make inferences about a story based on own knowledge and experience Comprehension Answer questions including who, what, when, where, why Can locate specific information on a given page in response to a question Begin to explain cause and effect Identify and explain the basic structure of a story <ul style="list-style-type: none"> beginning, middle and end <p>Writing</p> <ul style="list-style-type: none"> Writes a report highlighting the taught framework and features. <p>Framework</p> <ul style="list-style-type: none"> Introduction states what the report is about and includes some or all of the 5 W's: who, what, where, when, why The body is a series of points with some information about each point. Information is under headings and may use subheadings <p>Features</p>

	<ul style="list-style-type: none"> - Written in first/ third person (I, we, she, it, they) - Events are in chronological order - Main participants are characters with recognisable qualities (hero/villain) - Connectives to connect ideas - and • Participates in shared writing and makes suggestions with a focus on <ul style="list-style-type: none"> - openings - characters - Initiating event/ problem • Write from modelled compound sentences with <i>and</i> to connect ideas • Writes a simple sentence containing a subject and a verb • Write from modelled sentences containing a subject and a verb <ul style="list-style-type: none"> - in past tense • Apply punctuation learnt to everyday writing • Spells high frequency words in daily writing • Use phonics to write unfamiliar words <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Use tools such as graphic organizers to plan, draft writing 	<ul style="list-style-type: none"> • Participates in shared writing and makes suggestions with a focus on <ul style="list-style-type: none"> - event details - conclusion • Determine the noun to which a pronoun refers • Writes a sentence in containing a subject and a verb in past tense • Writes from modelled sentences subject-verb agreement to maintain tense • Writes from modelled compound sentences with <i>and, because, (so, but)</i> to connect ideas <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Use tools such as graphic organizers to plan, draft writing • Observe and discuss illustrations in simple reference books commenting on the information being conveyed 	<ul style="list-style-type: none"> - Generalised participants - e.g. 'Dogs like going for walks' not 'My dog ...' - Write in the present tense as if it is happening now - unless it is historical - Subject specific vocabulary - Adjectives to provide description to supporting detail • Begin to highlight key words in sentences/ text • Write from modelled sentences containing adjectives • Apply punctuation learnt to everyday writing • Write an increasing number of frequently used words independently • Use phonics to write unfamiliar words • Begin to re-read own writing for sense and accuracy • Write legibly and with growing fluency using unjoined uppercase and lowercase letters <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Use tools such as graphic organizers to plan, draft writing • Observe and discuss illustrations in simple reference books commenting on the information being conveyed • Deliver short oral presentations to peers
Maths	<i>IB scope and sequence</i>	<i>IB scope and sequence</i>	<i>IB scope and sequence</i>
Outcomes	<p>Number</p> <ul style="list-style-type: none"> • Recognise numbers to 100 • Count on and back from any number using a number grid • Read and write whole numbers to 100 • Add a multiple of 10 to a single digit number - 100 <ul style="list-style-type: none"> - 20 + 7; 10 + 3; 4 + 50 • Doubles of numbers - 10 (1 + 1...10 + 10) <p>Mentally calculate:</p> <ul style="list-style-type: none"> • Number pairs - 10 <ul style="list-style-type: none"> - adding to a number to make 10 	<p>Number</p> <ul style="list-style-type: none"> • Model numbers to 100 using base 10 manipulatives <ul style="list-style-type: none"> - Know what each digit represents in 2 digit numbers - Partition into tens/ ones • Order numbers to - 100 • Group, partition and rearrange collections - 100 • Grouping numbers odd and even - 20 • Ordinal numbers in real life <ul style="list-style-type: none"> - 10th <p>Mentally calculate:</p> <ul style="list-style-type: none"> • All pairs of multiples of 10 - 100, <ul style="list-style-type: none"> - e.g. 30 + 70 = 100, or 60 + ? = 100 	<p>Number</p> <ul style="list-style-type: none"> • Use mental and written strategies for addition of two digit numbers (no regrouping - 100) <ul style="list-style-type: none"> - May use vertical / horizontal setting out - Use the language of + eg. add, plus, sum • Use mental and written strategies for subtraction of two digit numbers (no regrouping - 100) <ul style="list-style-type: none"> - May use vertical / horizontal setting out - Use the language of- eg. take away, minus, difference

	<p>E.g $4 + ? = 10$</p> <ul style="list-style-type: none"> • Add a pair of single digit numbers by counting on <ul style="list-style-type: none"> - reordering to put the larger number first - 10 <p>E.g $2 + 5$ reorder $5 + 2$ [count on 2]</p> <ul style="list-style-type: none"> • Subtract a pair of single digit numbers - 10 <ul style="list-style-type: none"> - by counting back <p>Pattern and function</p> <ul style="list-style-type: none"> • Use patterns of last digits when counting <ul style="list-style-type: none"> - 0 in 10's • Uses tools such as number lines, number grids, and manipulatives to skip count by; 2 (-50), 5 (-100), 10 (-100) • Uses tools such as number lines, number grids to identify number before, between and after - 100 <p>Measurement</p> <ul style="list-style-type: none"> • Measure objects using standard units - cm • Measure and compare the lengths of pairs of objects using standard units - cm <p>Shape and Space</p> <ul style="list-style-type: none"> • Follow and give instructions involving position, direction and movement <ul style="list-style-type: none"> - include clockwise and anticlockwise 	<ul style="list-style-type: none"> • What must be added to any two-digit number to make the next multiple of 10 <ul style="list-style-type: none"> - $52 + ? = 60$ <p>Pattern and function</p> <ul style="list-style-type: none"> • Uses tools such as number lines, number grids to identify number before, between and after - 100 • Uses tools such as number lines, number grids, and manipulatives to count on/ back 5 (-100), 10 (-100) • Describe number patterns of skip counting <ul style="list-style-type: none"> - 2, 5 and 10 <p>Data Handling</p> <ul style="list-style-type: none"> • Identify everyday events that involve chance eg. weather • Describe outcomes <ul style="list-style-type: none"> - likely/ unlikely - certain / impossible <p>Measurement</p> <ul style="list-style-type: none"> • Describe duration using days, months, weeks, years • Know and order months and seasons <p>Shape and Space</p> <ul style="list-style-type: none"> • Name, describe and draw 2D shapes • Name and describe the features of 3D shapes 	<p>Mentally calculate:</p> <ul style="list-style-type: none"> • Number pairs - 20 <ul style="list-style-type: none"> - adding to a number to make 20 <p>E.g $4 + ? = 20$</p> <ul style="list-style-type: none"> - add a pair of numbers by counting on - reordering to put the larger number first - 20 <p>E.g $2 + 15$ reorder $15 + 2$ [count on 2]</p> <ul style="list-style-type: none"> • Subtract a pair of numbers - 20 <ul style="list-style-type: none"> - by counting back <p>Pattern and Function</p> <ul style="list-style-type: none"> • Extend and create patterns in numbers - Odd and even - Count by 20, 50 - 100 • Understand the inverse relationship between addition and subtraction <p>Data Handling</p> <ul style="list-style-type: none"> • Identify a question of interest [one variable] • Collect data as tally marks • Represent data as a bar graph <p>Shape and Space</p> <p>Create and interpret simple maps</p> <ul style="list-style-type: none"> - familiar locations - identify positions of key features
<p>Science</p>	<p><u>MATERIALS AND MATTER</u> <u>Changing materials</u> Cambridge Science Grade 2 Unit 3 3.1 – 3.5 Materials Changing shape Bending and twisting Fantastic elastic Heating and Cooling Why is the sea salty?</p> <p><i>How does a material change its form under force? Form</i></p>	<p><u>EARTH AND SPACE</u> <u>Going outside</u> Cambridge Science Grade 2 Unit 1 1.3 -1.4 Our weather Extreme weather</p> <p><i>What is extreme weather? Form</i></p>	<p><u>LIVING THINGS</u> <u>Living things</u> Cambridge Science Grade 3 Unit 3 3.1 and 3.5 Living things and non living things Sorting living things</p> <p>Cambridge Science Grade 4 Unit 2 2.3, 2.6 Animals in local habitats How we affect the environment <i>What is my relationship with the environment?</i> Reflection</p>

Outcomes	<ul style="list-style-type: none"> Know how the shapes of some materials can be changed by bending, twisting, squashing, stretching. Explore and describe the way materials are changed when heated or cooled. Recognise some materials can dissolve in water. 	<ul style="list-style-type: none"> Observes and records weather observations Describes forms of extreme weather Talks about risks and how to avoid danger 	<ul style="list-style-type: none"> Describe the difference between living and non living things. Observe where local animals live and how they are suited to their habitat. Recognise ways that people affect the environment.
Skills	<ul style="list-style-type: none"> Collect evidence by making observations when trying to answer a science question. Make and record observations. Recognise that a test or comparison may be unfair. Take simple measurements. 	<ul style="list-style-type: none"> Identify simple patterns and associations Makes suggestions for collecting evidence Makes simple measurement 	<ul style="list-style-type: none"> Observe and compare objects and living things. Present results in drawings, bar charts, tables. Collect evidence in a variety of contexts.
Social Studies	<p><u>Human systems and economic activities</u> Social organisation and structure. Rules and laws.</p>	<p><u>Human and natural environment</u> Identify the effect of climate on homes/ houses Compare the homes/ houses of countries around the world [compare to own] Identify how humans make choices regarding homes/ houses according to the climate. Compare and contrast weather and seasons around the world.</p>	<p><u>Resources and environment</u> Describe the impact of humans on the environment (positive and negative effects on the environment).</p>
Art	<p>3D Models <i>What do your facial features say about you?</i> Form CURRICULUM CONTENT 3D Models Portraits / Unique features Drawing portraits Pencil drawing family Pictures Clay: Faces & Omani Clay pots Pinch pots / rolling clay - clay techniques</p>	<p>Exploring and developing ideas <i>How can culture influence architecture?</i> Connection CURRICULUM CONTENT Observation skills, texture manipulation, outline drawing, cutting, proportion, design Introduction to architecture / buildings and homes Omani homes - architecture and changes. Ndebele homes - lines, patterns and colours. Create Ndibele houses.</p>	<p>Collage and Textiles <i>How can we upcycle objects to benefit natural habitats?</i> Responsibility CURRICULUM CONTENT Research, investigation, building, planning. Creating bird feeders and/or bird houses out of recycled objects. Observational drawings of extinct or endangered animals. Background collage</p>
Outcomes	<ul style="list-style-type: none"> Records and observes ideas from imagination and first hand experiences Explores shape and form 	<ul style="list-style-type: none"> Begins to explore the use of line, shape and colour Reviews what they and others have done and says what they think and feel about it 	<ul style="list-style-type: none"> Uses a wide variety of media, including fabric, plastic, tissue, magazines, crepe paper, etc. Creates images from imagination, experience or observation Beginning to understand the Visual Elements - line, shape, form, value, colour, texture, size, depth and space - and identify them in their work Mix primary colours to create secondary colours
PSPE	Games	Health related fitness	Target Games - Games

	<p>The importance of having rules Form: <i>What are the basic rules in a game?</i> Causation: <i>Why do we need rules for these games?</i> Responsibility: <i>How can you move around the space safely?</i></p> <p>CURRICULUM CONTENT Develop individuals basic</p> <ul style="list-style-type: none"> • coordination, • control, • balance • spatial awareness <p>The different rules in games and their importance</p> <ul style="list-style-type: none"> • Stuck in the mud • Simon says • Beans • Basic invasion games 	<p>Individual's choices can impact our well being Form: <i>How can we be healthy?</i> Causation: <i>How does individual choices impact well being?</i> Change: <i>How does are body change through physical activity</i></p> <p>CURRICULUM CONTENT Understanding of the location of main internal body parts affected by exercise (i.e Heart, Lungs, Bones and Muscles) Changes to the body during physical activity (i.e Increased heart rate, heat, increase in breathing) Stethoscope - Body tag - Don't be Silly What does it mean to be healthy? - Rest / sleep, Diet, Water and exercise</p>	<p>The different ways to send an object towards a target Connection: <i>How can the way we send an object influence the outcome?</i> Causation: <i>Why do we need targets?</i> Responsibility: <i>Why is it important to learn how to send an object?</i></p> <p>CURRICULUM CONTENT Accuracy in sending an object towards a target -Use different distances away. Sending an object to knock down a variety of targets Accurately sending an object through a series of targets. Motor skill development - Kicking, throwing, catching Familiarity with what is accuracy and why we need it?</p>
Outcomes	<ul style="list-style-type: none"> • Begin to demonstrate basic coordination, control, balance and spatial awareness in different games activities • Develop basic understanding of why rules are important in games 	<ul style="list-style-type: none"> • Identify and recognises the benefits of a healthy lifestyle • Recognises the physical changes that occur to their bodies when exercising 	<ul style="list-style-type: none"> • Develop combined locomotor and non-locomotor skills while using equipment • Begin to understand the meaning of 'accuracy' in game related activities.
Music	<p>Musicians have rights and responsibilities <i>*Why should artists (musicians) have the responsibility of being a good role model?</i> Responsibility SKILLS Display good vocal control CURRICULUM CONTENT Use singing to explore pitch, rhythm and dynamic contrasts</p>	<p>Different types of music and instruments <i>What are the different kinds of music that are popular?</i> Perspective SKILLS Display skills in folk and pentatonic songs CURRICULUM CONTENT Perform melodic and rhythmic patterns from various genres of musical forms.</p>	<p>Various choices in the area of music <i>Which music profession would you choose?</i> Connection SKILLS Create simple patterns on percussion instruments CURRICULUM CONTENT Using a variety of instruments with care and control.</p>
Outcomes	<ul style="list-style-type: none"> • Uses singing to explore concepts such as pitch, rhythm and tempo • Displays vocal control in solos and group singing 	<ul style="list-style-type: none"> • Sings from signs and non-traditional notation • Plays instruments in different ways to create mood 	<ul style="list-style-type: none"> • Identifies the sound sources of a number of classroom instruments and familiar orchestra instruments by name and by their orchestral families • Uses a variety of instruments with care and control
ICT Integration	<p>Digital Citizenship and Technology Responsibility: <i>How do I stay safe online?</i> Connection: <i>How are robots controlled using codes?</i></p>	<p>3D Modelling (Making, Designing and Building) Change: <i>How can I turn my design into an artefact?</i> CURRICULUM CONTENT</p>	<p>Our Local Area (Out and About Exploring with Technology) Reflection: <i>How do I use technology to explore my local environment?</i></p>

	<p>CURRICULUM CONTENT Social networking and online gaming Online safety rules Privacy settings on their online profiles Research and present information in text and graphics on 'Responsibility of citizens'</p>	<p>Introduction to Sketchup - Use sketchup modelling Ap to design simple buildings and structures Researching, designing and building our own homes Use an online App to create a house - Use 'Build A House' in Abcya.</p>	
<p>Digital Literacy and computational thinking/ Coding</p>	<p>Coding using Turtle Logo CURRICULUM CONTENT Create code using Turtle Logo. Use Logo commands to programme the turtle to move around the screen and draw basic shapes</p>	<p>Simple Desktop Publishing: Combining Text and Graphics CURRICULUM CONTENT Create a poster in Google Slides or Google Docs Produce own advert to showcase their creation</p>	<p>CURRICULUM CONTENT Using technology to explore the local area. Perform investigative tasks with the aid of technology. Use tools such as Google maps, cameras to collect data Introduce GPS devices</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Master and learn to use basic Logo commands • Write and debug basic Logo Commands • Use logical reasoning to explain how some simple algorithms work and detect and correct errors in a simple algorithm or program. • Understand that being a good digital citizen means being safe and responsible online. • Take a pledge to be a good digital citizen. • Insert a picture into a document 	<ul style="list-style-type: none"> • Use sketchup/a simple vector graphic app tools to draw basic 2D and 3D shapes • Design simple buildings and structure using shapes • Add texture and colour to improve the appearance of their models • Use the image tool to insert pictures onto documents • Format text - change font colour, size and style 	<ul style="list-style-type: none"> • Use Google maps to find locations and directions to different locations • Recognise common uses of information technology beyond the school. • Send simple emails and obey the rules of communication.

CURRICULUM MAPPING 2021-2022		SEMESTER 2	
GRADE 2	UOI 4	UOI 5	UOI 6
TD Theme	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	HOW WE EXPRESS OURSELVES
Unit of Inquiry	CENTRAL IDEA Light comes from varying sources and affects us in different ways LINES OF INQUIRY <ul style="list-style-type: none"> Sources of light Shadows and the way light behaves The importance of light 	CENTRAL IDEA Communication connects people and communities. LINES OF INQUIRY <ul style="list-style-type: none"> Forms of communication Communicating for a purpose Communication past to present 	CENTRAL IDEA The natural world inspires creative expression. LINES OF INQUIRY <ul style="list-style-type: none"> Forms of creative expression How artists express their appreciation of the natural world How the natural world inspires our own creativity
Concepts	Form What is light? Causation Why does light behave the way it does? Connection How is light connected to other things and to me?	Form <i>What is communication?</i> Function <i>How do we communicate in different situations?</i> Change <i>How has communication changed over time?</i>	Form What is creative expression? Perspective How do artists see the natural world? Connection How does nature inspire you?
Related Concepts	Forms of energy Transformation of energy	Behaviour Communication Progress	Interpretation Self-expression
TD Subjects	Maths Science English	Social Studies English Science	Art Music English
SDG	7. Affordable and clean energy	10. Reduced inequalities	
ATL Skills	Communication: <u>Digital Citizenship Informed choices</u> I can choose between 2-3 different ways to communicate my ideas, making informed choices about which one will work best. Make informed choices about modes of communication based on audience. Research: <u>Media Literacy Consuming and processing</u> I can use online platforms to find information with my teacher's guidance Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks. Self-Management: <u>Organisation Managing time and self</u> I can take on and complete tasks in a given time frame. Take on and complete tasks as agreed. Social: <u>Social and Emotional Intelligence</u> I am learning to manage anger and resolve conflict Manage anger and resolve conflict. Thinking: <u>Critical Thinking Evaluation</u> I can formulate ideas about a topic, idea, experience or product Draw conclusions based on what I have learned.	Communication: <u>Exchanging Information Interpreting</u> I can recognize, create and make meaning using symbols, signs and sounds Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. Research: <u>Media Literacy Creating</u> I can communicate my ideas and information using video, writing, pictures on paper and electronically/ platform Communicate information and ideas effectively to multiple audiences using a variety of media and modalities. Self-Management: <u>States of Mind Resilience</u> I can manage set backs productively. Manage setbacks Social: <u>Social and Emotional Intelligence</u> I am aware of my own and learning to be aware of the emotions of others Be aware of own and others' emotions. Thinking: <u>Reflection and metacognition</u> I can respond to reflection questions on topics and experiences I have recently engaged with Respond to reflection questions on a range of topics and experiences	Communication: <u>Literacy Writing</u> I am learning to write for different purposes and audiences. Use appropriate forms of writing for different purposes and audiences. Research: <u>Media Literacy Creating</u> I can communicate my ideas and information using video, writing, pictures on paper and electronically/ platform Communicate information and ideas effectively to multiple audiences using a variety of media and modalities. Self-Management :<u>States of Mind Perseverance</u> I am practicing my persistence when met with a barrier or challenge. Demonstrate persistence Social: <u>Interpersonal Relationships</u> I listen closely to others and instructions Listen closely to others' perspectives and to instructions. Thinking: <u>Analysis</u> I can break ideas into smaller parts to understand them better Take knowledge or ideas apart by separating them into component parts.

Learner Profile PSE	Inquirer Reflective Knowledgeable IDENTITY Conceptual Understanding <ul style="list-style-type: none"> Different challenges and situations require different strategies Outcome <ul style="list-style-type: none"> Describe how personal growth has resulted in new skills and abilities. Conceptual Understanding <ul style="list-style-type: none"> Identifying and understanding our emotions helps us to regulate our behaviour. Outcome <ul style="list-style-type: none"> Explain how different experiences can result in different emotions. Are aware of their emotions and begin to regulate their emotional responses and behaviour. INTERACTIONS Conceptual Understanding <ul style="list-style-type: none"> Accepting others into a group builds open-mindedness. Outcome <ul style="list-style-type: none"> Seek adult support in situations of conflict. 	Communicator Thinker TBC	Inquirer Balanced Open minded IDENTITY Conceptual understanding A person's self-concept can change and grow with experience. Outcomes Identify feelings and begin to understand how these are related to behaviour. Express hopes, goals and aspirations. Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help. INTERACTIONS Conceptual understanding Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Our actions towards others influence their actions towards us. Accepting others into a group builds open-mindedness. Outcomes <ul style="list-style-type: none"> Discuss and set goals for group interactions. Cooperate with others. Celebrate the accomplishment of the group.
Language Writing Genre	Focused Narrative Framework and Features	Focused Explanatory Framework and Features	Focused Poetry Framework and Features
Language IB Scope and Sequence	Reading Skills Overview Comprehension Skills Scope and Sequence Phonics Scope and Sequence Grammar Compound sentences with and, because, (so, but) to connect ideas Subject verb agreement to maintain past tense. Punctuation <ul style="list-style-type: none"> question mark exclamation mark 	Reading Skills Overview Comprehension Skills Scope and Sequence Phonics Scope and Sequence Grammar Synonyms and antonyms Punctuation Recognise “ “ Use , (list) in sentences Handwriting Use the font “Sassoon” Form ascenders and descenders consistently and	Reading Skills Overview Comprehension Skills Scope and Sequence Phonics Scope and Sequence Grammar Creative Language <ul style="list-style-type: none"> alliteration simile Compound words Synonyms and antonyms Punctuation <ul style="list-style-type: none"> capital letters

	<p>Handwriting Use the font "Sassoon" Form ascenders and descenders consistently and correctly Practise writing at speed Write from left to right and top to bottom of the page</p>	<p>correctly Practise writing at speed Write from left to right and top to bottom of the page</p>	<ul style="list-style-type: none"> - full stop - question mark - exclamation mark - comma in lists <p>Handwriting Use the font "Sassoon" Form ascenders and descenders consistently and correctly Practise writing at speed Write from left to right and top to bottom of the page</p>
<p>Outcomes</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Rehearse and deliver short presentations on familiar and new topics ● Using interactive skills <ul style="list-style-type: none"> - speaking clearly - varying tone, volume and pace <p>Reading</p> <ul style="list-style-type: none"> ● Participates in shared reading ● Uses meaning, contextual, visual cues to decode unknown words [Resource] ● Apply phonetic strategies when decoding print - decoding 2 and 3 syllable words ● Self corrects ● Beginning to use expression to show awareness of punctuation when reading out loud ● Can locate specific information on a given page in response to a question ● Having read a text, can find the answers to questions <ul style="list-style-type: none"> - both written and oral ● Is beginning to use contents and index to locate information in non-fiction texts ● Make inferences about a story based on own knowledge and experience Comprehension ● Begin to explain cause and effect <p>Writing</p> <ul style="list-style-type: none"> ● Writes a narrative highlighting the 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Listen for specific purposes and information <ul style="list-style-type: none"> - extend own and others ideas in conversation <p>Reading</p> <ul style="list-style-type: none"> ● Participates in shared reading ● Uses meaning, contextual, visual cues to decode unknown words [Resource] ● Apply phonetic strategies when decoding print - decoding 2 and 3 syllable words ● Self corrects ● Beginning to use expression to show awareness of punctuation when reading out loud ● Recognise " " ● Can locate specific information on a given page in response to a question ● Having read a text, can find the answers to questions <ul style="list-style-type: none"> - both written and oral ● Is beginning to use contents and index to locate information in non-fiction texts ● Begin to skim and scan for information Resource ● Make inferences about a story based on own knowledge and experience Comprehension ● Begin to explain cause and effect <p>Writing</p> <ul style="list-style-type: none"> ● Writes an explanation highlighting the taught framework and features. <p><i>Framework</i></p> <ul style="list-style-type: none"> - The title is often a question - Introduction: what is it all about - Describes Interesting features 	<p>Speaking and Listening</p> <p>Using interactive skills</p> <ul style="list-style-type: none"> - initiating topics - making positive statements - voicing disagreement in an appropriate manner <p>Reading</p> <ul style="list-style-type: none"> ● Participates in shared reading ● Uses meaning, contextual, visual cues to decode unknown words [Resource] ● Apply phonetic strategies when decoding print - decoding 2 and 3 syllable words ● Self corrects ● Beginning to use expression to show awareness of punctuation when reading out loud ● Can locate specific information on a given page in response to a question ● Having read a text, can find the answers to questions <ul style="list-style-type: none"> - both written and oral ● Is beginning to use contents and index to locate information in non-fiction texts ● Begin to skim and scan for information Resource ● Make inferences about a story based on own knowledge and experience Comprehension ● Begin to explain cause and effect <p>Writing</p> <ul style="list-style-type: none"> ● Writes poetry highlighting the taught framework and features <ul style="list-style-type: none"> - rhythm - rhyme - alliteration - simile

	<p>taught framework and features</p> <p>Framework</p> <ul style="list-style-type: none"> - Introduction - who, when, where - Some description of who, when, where - Series of events in order - Some supporting detail of events - Conclusion - something about the whole thing <p>Features</p> <ul style="list-style-type: none"> - Written in first person - Sequencing connectives (first, second, next) - Written in past tense <ul style="list-style-type: none"> ● Participates in shared writing and makes suggestions with a focus on supporting detail of events - conclusion - something about the whole thing ● Write from modelled sentences using sequencing connectives ● Writes compound sentences with and, because, (so, but) to connect ideas ● Uses subject verb agreement to maintain past tense. ● Apply punctuation learnt to everyday writing ● Write an increasing number of frequently used words independently ● Use phonics to write unfamiliar words ● Begin to re-read own writing for sense and accuracy <p>Viewing and Presenting</p> <ul style="list-style-type: none"> ● Select and incorporate colours, shapes, symbols and images into visual representations ● Creates an information poster ● Deliver short oral presentations to peers 	<ul style="list-style-type: none"> - Two or more sections, or paragraphs, each making a point and giving reasons. <p>Features</p> <ul style="list-style-type: none"> - Written in sequence - Written in present tense - Use connectives, e.g. because, if, when <ul style="list-style-type: none"> ● Participates in shared writing and makes suggestions with a focus on writing in sections/ paragraphs - supporting detail ● Write an increasing number of frequently used words independently ● Use synonyms for overused words ● Give examples of antonyms ● Use phonics to write unfamiliar words ● Use , in lists ● Begin to re-read own writing for sense and accuracy <p>Viewing and Presenting</p> <ul style="list-style-type: none"> ● Uses appropriate technology (computer, camera, video) ● Use tools such as graphic organizers to plan, draft writing 	<ul style="list-style-type: none"> ● Use parts of a compound word to determine the meaning of the whole word ● Generate interesting synonyms for target words ● Generate interesting antonyms for target words ● Write using joined letters with growing legibility and fluency <p>Viewing and Presenting</p> <ul style="list-style-type: none"> ● Uses appropriate technology (computer, camera, video) ● Construct texts featuring print, visual and audio elements ● Use tools such as graphic organizers to plan, draft writing
Maths	IB scope and sequence	IB scope and sequence	IB scope and sequence
Outcomes	Number	Number	Number
	<ul style="list-style-type: none"> ● Model numbers to 100 using base 	<ul style="list-style-type: none"> ● Use mental and written strategies for 	<ul style="list-style-type: none"> ● Understand multiplication as repeated

	<p>10 manipulatives</p> <ul style="list-style-type: none"> Know what each digit represents in 2 digit numbers Partition into tens/ ones Understand that fractions are several parts of one whole and begin to use fractional notation <ul style="list-style-type: none"> 1 whole $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ Recognise and interpret common use of halves, quarters and eighths of shapes and collections <p>Mentally calculate:</p> <ul style="list-style-type: none"> Partition: count on in tens and ones to find the total Partition: count on or back in tens and ones to find the difference <p>Pattern and Function</p> <ul style="list-style-type: none"> Identify missing elements in number pattern <ul style="list-style-type: none"> 44, 46, ?,?,52 <p>Measurement</p> <ul style="list-style-type: none"> Read and write the time to the hour and half hour - analogue clock <p>Shape and Space</p> <ul style="list-style-type: none"> Find and draw multiple lines of symmetry on 2D shapes [relate to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$] Identify and describe half and quarter turns <p>Data Handling</p> <ul style="list-style-type: none"> Use Venn and Carroll diagrams to explore relationships between data 	<p>addition of two digit numbers (no regrouping - 100)</p> <ul style="list-style-type: none"> May use vertical / horizontal setting out Use the language of + eg. add, plus,sum <ul style="list-style-type: none"> Use mental and written strategies for subtraction of two digit numbers (no regrouping - 100) <ul style="list-style-type: none"> May use vertical / horizontal setting out Use the language of- eg. take away, minus, difference <p>Mentally calculate:</p> <ul style="list-style-type: none"> Multiples of 10 to 50, e.g. 40 + 40, 30 +30 Add or subtract a multiple of 10 to or from any two-digit number, e.g. 27 + 60, 72 – 50 <p>Pattern and function</p> <ul style="list-style-type: none"> Understand properties of addition <ul style="list-style-type: none"> associative Commutative Understand the inverse relationship between addition and subtraction <p>Measurement</p> <ul style="list-style-type: none"> Uses a calendar <ul style="list-style-type: none"> identify day and date determine number of days in each month <p>Data handling</p> <ul style="list-style-type: none"> Interpret data and information held in <ul style="list-style-type: none"> tables bar graphs 	<p>addition and use the x sign</p> <ul style="list-style-type: none"> Understand division as grouping and use the ÷ sign Use understanding of operations to solve simple word problems with an answer no greater than 20 <p>Mentally calculate:</p> <ul style="list-style-type: none"> Addition doubles for all numbers to 20 <ul style="list-style-type: none"> 17 + 17 [10 + 10, 7 + 7; 20 + 14] <p>Measurement</p> <ul style="list-style-type: none"> Estimate and measure objects in cm Measures mass in grams and kilograms <p>Pattern and function</p> <ul style="list-style-type: none"> Use properties and relationships of addition and subtraction to solve word problems - 20 <p>Data Handling</p> <ul style="list-style-type: none"> Interpret data for the purpose of answering questions <ul style="list-style-type: none"> tally marks bar graphs <p>Shape and Space</p> <ul style="list-style-type: none"> Identify and describe 2D shapes in 3D shapes
Science	<p>FORCES AND ENERGY</p> <p><u>Light and dark</u> Cambridge Science Grade 2 Unit 4 4.1 - 4.4 Light sources Darkness Making shadows Shadow shapes</p> <p>How do we use light? Function</p>	<p>FORCES AND ENERGY</p> <p><u>Electricity</u> Cambridge Science Grade 2 Unit 5 5.1 - 5.5 Electricity around us Staying safe Making a circuit Using motors and buzzers Switches</p> <p><i>What happens in an electric circuit?</i> Causation</p>	<p>EARTH AND SPACE</p> <p><u>Looking at rocks</u> Cambridge Science Grade 2 Unit 2 2.1 -2.2, 2.4 What are rocks? Uses of rocks Other natural materials</p> <p>What are rocks made of? Form</p>
Outcomes	<ul style="list-style-type: none"> Identifies different light sources including the Sun 	<ul style="list-style-type: none"> Talk about risks and how to avoid electrical danger. 	<ul style="list-style-type: none"> Names rocks found in Muscat Names uses of rocks

	<ul style="list-style-type: none"> Knows that darkness is the absence of light Identifies shadows 	<ul style="list-style-type: none"> Recognise the components of simple circuits involving cells [batteries] Know how a switch can be used to break a circuit. 	<ul style="list-style-type: none"> Knows some materials are natural and others are man made
Skills	<ul style="list-style-type: none"> Make and record observations Ask questions and suggest ways to answer them Talk about predictions, the outcome and why it happened 	<ul style="list-style-type: none"> Use simple information sources. Predict what will happen before deciding what to do. Review and explain what happened. 	<ul style="list-style-type: none"> Make and record observations Make comparisons
Social Studies	<p>Resources and the environment How we use natural light to sustain life</p>	<p>Human systems and economic activity Identify the different types of communication. Discuss the reasons for making a communication choice (convenience, cost, availability etc.) Explain the features of different communication systems Explain why communication systems change over time</p>	<p>Human and natural environments The study of the distinctive features that give a place its identity [mountains etc]</p>
Art	<p>Drawing How do shadows and light work together? Causation CURRICULUM CONTENT Drawing shadows Drawing shadows of objects, tracing their outline, seeing the impact of light placement and how it affects the outlines. Shadow puppets Students design and make their own puppets. Student design their own puppet show using the properties of light.</p>	<p>Collage and textiles <i>What is the purpose of digital communication?</i> Function CURRICULUM CONTENT Digital Media Can also be done in cut paper collage Create a layered poster using simple advertising and layout techniques. Working back to front, basic colour theory use in advertising and commerce. Look at typography and its impact.</p>	<p>Exploring and developing ideas What makes an Artist see things differently? Perspective CURRICULUM CONTENT Eco Art appreciation Artist interpretation, installation art Artists: Andy Goldsworthy, Cornelia Conrads Look and interpret artists land art, create interpretations. Students use natural materials to design their own individual or group art work.</p>
Outcomes	<ul style="list-style-type: none"> Talks about their work, and describes how they created it, what media and tools were used Purposefully creates shapes, lines and textures to create an image 	<ul style="list-style-type: none"> Beginning to understand the Visual Elements - line, shape, form, value, colour, texture, size, depth and space - and identify them in their work Mix primary colours to create secondary colours 	<ul style="list-style-type: none"> Creates a basic repeating pattern and recognise patterns in the environment
PSPE	<p>Individual Pursuits - Athletics The actions of running, jumping and throwing make up athletics Form: What does good running, throwing and running look like? Causation: Why is it important to move your body? Connection: How is Athletics similar or different from other sports? CURRICULUM CONTENT Students investigate different styles of running, throwing and jumping.</p>	<p>Adventure Challenge Communication connects people and communities. Form: <i>What is communication?</i> Function: <i>How do we communicate in different situations?</i> Change: <i>How has communication changed over time?</i> CURRICULUM CONTENT Students have a deeper understanding of what cooperation means: -Working together</p>	<p>Movement Composition We can produce patterns of movement in gymnastics Perspective: Which balance do you like to perform and why? Form: What is gymnastics? Connection: How can our body movements show an emotion? CURRICULUM CONTENT Students to continue to explore ways to travel: Skip, sashet (forward and sideways), Hop, Spin, jump ½ turn, rock,</p>

	<p>Show how the techniques vary from event to event</p> <p>Determining the most effective way to achieve a personal best result in each event</p> <p>Participate in simple games/relays</p> <p>Introduce starting a race -On your marks, Get set, Go</p>	<p>-Supporting one another</p> <p>-Sharing equipment</p> <p>Parachute games</p> <p>Circuit of activities</p> <p>Blindfold leadership activities</p>	<p>Roll: Egg roll, ½ back roll to shoulder stand & forward roll preps</p> <p>Balance: 1, 2, 3, 4 weight bearing balances</p> <p>-Possibility of introducing a paired balance?</p> <p>Basic Shapes</p> <p>Create a small routine to perform.</p>
Outcomes	<ul style="list-style-type: none"> Hold their body weight using various body parts as bases (balance and stability) Begin to combine locomotor and non-locomotor skills while using equipment 	<ul style="list-style-type: none"> Explore and develop the ability to solve tasks individually. Explore and develop the ability to solve tasks in pairs or in small groups 	<ul style="list-style-type: none"> Explore different ways of moving on the floor to create small movement patterns Are introduced to one or two basic gymnastics skills
Music	<p>Sounds from other sources</p> <p>How music is a product of good sound?</p> <p>Change</p> <p>SKILLS</p> <p>Make choices about sound and organize them.</p> <p>CURRICULUM CONTENT</p> <p>Creates their own pattern of rhythm and melody with different sound effects.</p>	<p>Music a universal language</p> <p><i>How music is used as a powerful tool to communicate?</i> Function</p> <p>SKILLS</p> <p>Using call and response</p> <p>CURRICULUM CONTENT</p> <p>Uses percussion instruments as a means of communication.</p>	<p>Music as a creative art</p> <p>How is music a form of creative expression?</p> <p>Perspective</p> <p>SKILLS</p> <p>Composing simple rhythmic patterns</p> <p>CURRICULUM CONTENT</p> <p>Happy keys (Major scales)</p> <p>Sad keys (Minor scales)</p>
Outcomes	<ul style="list-style-type: none"> Develops an ability to start and stop together Works as a group and follows directions 	<ul style="list-style-type: none"> Identifies the sound sources of a number of classroom instruments and familiar orchestra instruments by name and by their orchestral families Develops their singing voice 	<ul style="list-style-type: none"> Responds to contrasts in musical elements Explores expressive use of sounds
ICT Integration	<p>We are Researchers</p> <p>Function: How can you use the internet to find information?</p> <p>Connection: How do we use codes to control sprites in scratch?</p>	<p>You've Got Mail</p> <p>Responsibility: <i>What information is safe to share on the internet/blog?</i></p> <p>CURRICULUM CONTENT</p> <p>How to Send, Read and Reply to an Email</p> <p>Use email to communicate with real people within their schools, families, and community.</p>	<p>We are Artists</p> <p>Function: What is the role of technology in art?</p> <p>How can we use computers to create art?</p>
Digital Literacy and computational thinking/ Coding	<p>CURRICULUM CONTENT</p> <p>Finding Information on The Internet</p> <p>Search for images online and insert the images into their presentations.</p> <p>Demonstrates how to copy and paste information (text from the Internet into their documents and presentations.</p> <p>Creates presentations in google slides and illustrate their information using images including animated pictures</p>	<p>Communicating Information Using Text</p> <p>CURRICULUM CONTENT</p> <p>Finding Information and Creating Captions</p> <p>Create, edit and format simple documents with images and captions.</p> <p>We Are Bloggers-Create blog posts for a whole class blog</p>	<p>CURRICULUM CONTENT</p> <p>Uses online digital art tools</p> <p>Learn about the work of Georges Seurat, pointillism</p> <p>Introduction to Google Draw</p> <p>CURRICULUM CONTENT</p> <p>Use google draw tools to create 2D shapes</p>

	Coding using Scratch CURRICULUM CONTENT Create code using Scratch Create a simple animation showing an action - dance move, dialogue or change in appearance (colour and form)		
Outcomes	<ul style="list-style-type: none"> ● Insert a sprite and stage from the library ● Create scripts that make a sprite move. ● Differentiate between a sprite and a stage. 	<ul style="list-style-type: none"> ● Recognise common uses of information technology beyond the school. ● Understand that email messages are sent and received through the internet ● Send simple emails and obey the rules of communication. ● Type edit and format simple texts ● Insert images and add captions to them 	<ul style="list-style-type: none"> ● Demonstrates how to change brush sizes ● Creates digital collages using digital cameras ● Edits photos