Tenby International School Curriculum Handbook

Year 2
2013 – 2014
Welcome to Year 2. This Curriculum Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 2 Team
Routines and Expectations
In Year 2 children will become more independent and begin to take responsibility for their own learning. Your child will begin to have more formal lessons and will have clearly defined subjects e.g. Mathematics, English and IPC. During daily English and Mathematics lessons children will be grouped according to ability. They will all be working towards the same objective, but will have different tasks to complete. So do not worry if your child has done something different to another member of the class.

**Daily Routines**

**Uniform**
School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office shoe’ style should be worn. Girls whose hair is shoulder length or longer must tie their hair up.

**Dropping off and Picking up**

- Please make sure you wear your ID tag whenever you are on the school campus.
- You are welcome to drop off children in the morning. There will always be a member of staff on duty from 07:30hrs.
- Please try to avoid “catching” your child’s teacher for a quick chat before school. Instead, write a quick note in the Student Planner or ask to see the teacher after school.
- Registration takes place daily between 08:00hrs – 08:10hrs. After 08:10hrs children are considered late.
- A member of staff will always be there to supervise your child being picked up making sure that your child leaves with the correct adult. If someone else is going to pick up your child, please inform the school in advance in writing.
- The school day finishes at 14:20hrs. Co-curricular activities (CCAs) are provided for KS1 students on Tuesdays and Thursdays. Otherwise please try and be prompt as teachers often have meetings or CCAs after school. There is no supervision after this time.

**Breakfast and Lunchtime**

- At meal times all children have a compulsory 20-minute eating period.
- Children are expected to be able to feed themselves using a fork and spoon.
- There are always members of staff on duty who ensure that children are eating a healthy and balanced portion of food.
- Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy.
Expectations of Pupils
We expect all children to follow ‘The Six Golden Rules’.

The Six Golden Rules
- Be Honest
- Be Kind and Helpful
- Work Hard
- Be Gentle
- Listen to people
- Look after property

Class and School Rewards
In Key Stage 1, we reward good behaviour, and work, with ‘sunshines’. If your child receives 5 ‘sunshines’ they will receive a merit. They will also be awarded bronze (15 merits), silver (30 merits) and gold (45 merits) awards by the Principal. If children are well-behaved and hard working they earn ‘Golden Time’ on a Friday afternoon. Similarly if a child misbehaves or breaks ‘The Six Golden Rules’ they will be given a cloud. For each cloud they will miss 5 minutes of ‘Golden Time’ where they will reflect on their behaviour.

Homework
- Research connected to the IPC topic.
- Mathematics homework once a week.
- Reading – Please try listening to your child read for 10 to 15 minutes each day. Try to encourage them to decode unfamiliar words and ask them questions about the book to check their understanding.
- Spellings – 10 to 12 words per week.

Role-Play Area
Each class will have a role-play area which will usually be connected to the current IPC topic. If you have any ideas or resources that could be used in the role-play areas please contact your child’s teacher.

PE
- You will be informed at the beginning of the year which PE lesson your child will be involved in. Children should come to school wearing their PE kit and bring their school uniforms in their bag. If swimming your child should bring their swimming suit, goggles, swimming hat (for long hair), towel and slippers in a suitable bag.
- Please ensure that every item of clothing has your child’s name and class on it.
- In Year 2 we are encouraging children to become more independent so we expect children to be able to get changed for PE on their own. This may require a little practice at home.
If your child is not doing PE or swimming, they need to be medically exempted with a doctor’s note. Generally, if children are well enough to be in school, then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.

Student Planner
The Student Planner is used for communicating messages (both ways from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. It is essential to check the planner every day for messages from school. The planner is checked every day by the class teachers for messages. The class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner every day for school.

Recording Reading
In the student planner there is a section called ‘Description of Work’ for every day of the week. This is for children, parents or teachers to fill in. This record will help both teachers and parents to monitor reading progress.

How can you help and support your child with reading?
Set aside a regular time and a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children that are exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books is read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage children to read a variety of things around the home and when out and about (magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

Reading the book together
Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:

- “What do they think the book is about?”
- “What is the title of the book?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:

- Point out ‘key words’ in advance and discuss them
The illustrations are an important part of gaining meaning so encourage your child to look at the pictures.

**What can I do when my child gets stuck?**
Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:
- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:
- Does it make any sense?
- Does it sound right?
- Does it look right?

**How do I know if my child understands what s/he has read?**
Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.
- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”

You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

**Reading with fluent readers**
There is more to reading than being able to say the words on the page. If your child is reading text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark for example as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?
HANDWRITING STYLE

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The fox ran behind the dustbin and jumped on the fence. It leaped into the tree and ran along a branch. It jumped down and disappeared through the hedge. The fox looked around, slipped inside a shed and hid between some old boxes.

Parent Contributions
We often ask parents to contribute to different events in Year 2 e.g. IPC Entry/Exit points, class assemblies, international days, field trips. This is great opportunity for you to get involved with your child’s education.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Speak with clarity and use appropriate intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication

Listening and responding
- 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
- Respond to presentations by describing characters, repeating some highlight and commenting constructively

Group discussion and interaction
- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
- Listen to each other’s views and preferences, agree the next steps to take and identify contributions by each group member

Drama
- Adopt appropriate roles in small or large groups and consider alternative courses of action
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum formembers of their own class
- Consider how mood and atmosphere are created in live or recorded performance

Word recognition: decoding (reading) and encoding (spelling)
- 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
Word structure and spelling
- 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

Understanding and interpreting texts
- Draw together ideas and information from across a whole text, using simple signposts in the text
- Give some reasons why things happen or characters change
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Use syntax and context to build their store of vocabulary when reading for meaning
- Explore how particular words are used, including words and expressions with similar meanings

Engaging with and responding to texts
- 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

Creating and shaping texts
- 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
- Maintain consistency in non-narrative, including purpose and tense
- Make adventurous word and language choices appropriate to the style and purpose of the text
- Select from different presentational features to suit particular writing purposes on paper and on screen

Text structure and organisation
- Use planning to establish clear sections for writing
- Use appropriate language to make sections hang together

Sentence structure and punctuation
- Write simple and compound sentences and begin to use subordination in relation to time and reason
- Compose sentences using tense consistently (present and past)
- Use question marks, and use commas to separate items in a list
Presentation

- 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
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem
- Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams
- Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples
- Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences

Counting and understanding number
- Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers
- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1
- Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs
- Estimate a number of objects; round two-digit numbers to the nearest 10
- Find one half, one quarter and three quarters of shapes and sets of objects

Knowing and using number facts
- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
- Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves
- Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10
- Use knowledge of number facts and operations to estimate and check answers to calculations
Calculating
- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
- Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences
- Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders
- Use the symbols +, −, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. □ ÷ 2 = 6, 30 − □ = 24)

Understanding shape
- Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties
- Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes
- Follow and give instructions involving position, direction and movement
- Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn

Measuring
- Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments
- Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre
- Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour

Handling data
- Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data
- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including ‘not’
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become more responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

**Theme: Saving Water**

During this unit we will be focusing on Geography and Science.

In Geography, we will be finding out about:

- How much of our earth is water and how much is land
- Where the water is and what lives in and around it
- The different sorts of places that people live in and how where you live affects how you use water

In Science, we will be finding out about:

- Growing plants from seeds
- How much water seeds have to be given to grow into plants
- Looking at the use of water in school to see if it is being wasted
- Measuring how much water is wasted from a dripping tap
- How much water you can save when you brush your teeth

We will also be using the Internet to find out about how children around the world use water. We will be finding out ways for the school to save water and we will be trying to persuade people to use water more responsibly.

**How you can help:**
The tooth brushing activity may require a bit of help from you. You may like to take a look at the book: Splish, Splosh. Why Do We Wash? (in the *At Home With Science*
The information is correct at the time of publication (September 2013) and may be subject to change without prior notice.


All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

Theme: Buildings

During this unit we will be focusing on Art, Geography, History, ICT, Music, PE, Science and Technology.

In Art, we will be:
- Drawing pictures of local buildings
- Making and decorating models of buildings
- Making prints

In Geography, we will be finding out about:
- Different houses, homes and other buildings around the world

In History, we will be finding out about:
- How buildings were made in the past
- How buildings have been used
- How people travelled in the past

In ICT, we will be:
- Using CD ROMs and websites to find out about how people live in different parts of the world

In Music, we will be:
- Exploring the structures of tunes and songs
- Comparing our own music

In PE, we will be:
- Finding different ways to balance
- Making shapes with our bodies

In Technology, we will be:
- Making picture frames
- Making models of houses

In Science, we will be:
- Testing the strengths of structures
- Finding out materials used in structures

In doing this work, we will be finding out more about how structures are made and how changing the shapes of structures can make them stronger.

**How you can help:**
Point out any interesting buildings that you pass with your child. Notice how they have been constructed. Play building games with your child - making towers of toy bricks, for example. Talk about any famous historic buildings that you have visited in the past with your child, perhaps in your home country.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become more responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

**Theme: Transport and Travel**

During this unit we will be focusing on Geography, History, Art, Science, Technology, Music, Society and International.

In Geography, we will be finding out about:
- How we travel to school
- How to make maps to record our journey to school
- How to create our own train journey around the host country
- How we can travel to different countries
- How to create our own activity holiday

In History, we will be finding out about:
- Transport in the past
- How to make a timeline to show when different types of transport were invented.
- Exploring different types of transport from myths and legends

In Art, we will be finding out about:
- How to create our own futurist painting to capture the speed and movement of transport
- How to create a boat collage in the style of Turner and Monet

In Science, we will be finding out about:
- How to make our own sail boats and aeroplanes
In Technology, we will be finding out about:
- How to make a ‘vehicle’ to transport a small toy from one place to another
- How to make plans for vehicles
- How to test our vehicles to see how well they work

In Music, we will be finding out about:
- The sounds different types of transport make
- How to create our own ‘sound journey’

In Society, we will be finding out about:
- How to cross roads safely
- Bicycle and road safety
- People with restricted mobility

In International, we will be finding out about:
- How children around the world travel to school

**How you can help:**
All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Living Things
During this unit we will be focusing on Art, Geography, Physical Education, Information and Communication Technology and Science. We will also be developing our understanding of the world.

In Art, we will be:
- Drawing and painting living things
- Looking at the ways that others have represented living things

In Geography, we will be finding out about:
- How people live in different places
- What they need for life
- Where they could live – and why

In ICT, we will be:
- Exploring other places around the world
- Contacting other people around the world and finding out about their lives

In PE, we will be:
- Preparing a presentation to celebrate life

In Science, we will be finding out about:
- What lives in our school – and why it lives where it does
- Going on a ‘life hunt’
- Growing plants
• Looking at how humans change through their lives

We will also find out about other people in our host country and how their lives are the same and different from those of people in the school.

How you can help:
Talk with your child about the amazing variety of plants and animals in the world today. Discuss how living things, including people, grow from baby to adult. Look for books in the library about the life cycles of plants, butterflies and frogs. You might want to grow your own plant with your child at home, noticing what the plant needs and the changes which happen over time. If you have a garden, help your child to notice the cycle of growth and decay.

Theme: Media Magic (Communication)

During this unit we will be focusing on Music, Art, ICT, Geography, Science, History, Technology, Society and International.

In Music, we will be finding out about:
• How to tell a story using music
• How to represent a character using music
• How to create sound effects for a film
• How musicians communicate using music

In Art, we will be finding out about:
• How a costume can tell us about a character
• How painters and sculptors communicate a mood, feeling or idea

In ICT, we will be finding out about:
• How to create special effects by giving directions to a robot

In Geography, we will be finding out about:
• How to create a realistic-looking road scene for a film
• How to create a sound map of our school
• How to present a news story about a world event

In Science, we will be finding out about:
• How sound travels
• How we can use light to send Morse code messages

In History, we will be finding out about:
• Inventors who have made famous communication inventions
• How communication has changed through the ages
In Technology, we will be finding out about:
- The importance of clear instructions
- How communication technology has changed
- How to program a robot and give it directions

In Society, we will be finding out about:
- Sounds that help us or keep us safe
- How to use sign language to communicate
- The services we can contact in an emergency
- How we show that we are a member of a group

In International, we will be finding out about:
- How we can become better communicators
- Other languages that we can learn to speak
- How people greet each other in different countries around the world

**How you can help:**
Perhaps you could tell your child about the different kinds of communication you use in your workplace and ask them why they think you would choose to use one or another. Look with your child at any letters that arrive from abroad and talk about the sender.
Agama (For Malaysian Muslim Students Only)

Term 1
Tawheed
- Allah
- The Five Pillars
- Allah is the Creator
- All-Knowing
- All-Seeing
- All-Hearing
- All-Loving
- The Kind and Merciful

Term 2
Cont’d - Tawheed
- The Forgiving
- KalimahTayyibah
- KalimahShahadah
- Belief in Allah
- Creation of Animals and Plants
- Allah Made Everything
- How to get closer to Allah

Term 3
Moral and Ethics
- Respect for Allah
- Respect for Teachers
- Working with my Hands
- Care for the Environment
- Daily Dua’s
- Allah Loves The Truthful and The Honest
- Sharing
- Makruh Matters
Art

Term 1
Self Portrait
In this unit, children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists’ self-portraits in order to develop ideas about how they will portray themselves.

Term 2
Textile Design
In this unit, children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design.

Term 3
Buildings
In this unit, children explore shape and pattern in buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

Term 1
Control Mechanisms – Vehicles
Students learn about wheels and axles and how to use these when making wheeled vehicles for a specific purpose

Term 2
Textiles – Puppet
Design and make a hand or finger puppet for puppet show

Term 3
Mechanisms – Winding Up
Students explore how to make winding mechanisms using reclaimed materials

Note:
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Information and Communications Technology (ICT)

The ICT lessons are based on the English National Curriculum.

During Year 2, pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with basic hardware (computer & other devices) and software such as MS Word, MS Paint & MS Power Point.

Knowledge, skills and understanding

Finding things out

1. Pupils should be taught how to:
   a. gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV]
   b. enter and store information in a variety of forms [for example, storing information in a prepared database, saving work]
   c. retrieve information that has been stored [for example, using a CD-ROM, loading saved work].

Developing ideas and making things happen

2. Pupils should be taught:
   a. to use text, tables, images and sound to develop their ideas
   b. how to select from and add to information they have retrieved for particular purposes
   c. how to plan and give instructions to make things happen [for example, programming a floor turtle, placing instructions in the right order]
   d. to try things out and explore what happens in real and imaginary situations [for example, trying out different colours on an image, using an adventure game or simulation].

Exchanging and sharing information

3. Pupils should be taught:
   a. how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]
   b. to present their completed work effectively [for example, for public display].

Reviewing, modifying and evaluating work as it progresses

4. Pupils should be taught to:
a. review what they have done to help them develop their ideas  
b. describe the effects of their actions  
c. talk about what they might change in future work.

Breadth of study

5. During Year 2, pupils should be taught the knowledge, skills and understanding through:
   a. working with a range of information to investigate the different ways it can be presented [for example, information about food presented as a poem, picture or sound pattern]
   b. exploring a variety of ICT tools [for example, floor turtle, word processing software, adventure game]
   c. talking about the uses of ICT inside and outside school.
Malay

Term 1
Topic
- Days and months
- Calendar
- Numbers (1 – 50)
- Time

Culture Learning
- Introduce children’s Old Folk songs

Language Systems
- Punctuation
- Common nouns

Comprehension
- Reading short texts (2 – 3 paragraphs)

Writing
- Writing words and phrases
- Matching words with pictures

Speaking
- Speech – presentation on a topic

Term 2
Topic
- Living things and non-living things
- My classroom (objects in my classroom)
- Stories (Book Week: Story telling)

Language Systems
- Proper nouns
- Personal pronouns

Comprehension
- Reading short texts (2 – 3 paragraphs)

Writing
- Matching words to form phrases
- Matching phrases to form short sentences
Speaking
▪ Speech – presentation on a topic or story telling

Term 3
Topic
▪ My school (places in my school)
▪ My daily routine

Language Systems
▪ Verbs
▪ Adjectives

Comprehension
▪ Reading short texts (2 – 3 paragraphs)

Writing
▪ Rearranging the words to form sentences

Speaking
▪ Speech – presentation on a topic

Note:
The IPC topics covered will be incorporated into the curriculum whenever relevant.
Music

Term 1
The Long & Short of It – Exploring Duration
- Sounds long or short
- Play long and short
- Long tail, short temper
- More long tails
- Four-legged friends
- Galloping away

Feel The Pulse – Exploring Pulse and Rhythm
- Step run jump
- Beat and rhythm
- Beat and rhythm time
- Dinner time rhythms
- Get ready to eat
- Eat up well

Term 2
Taking Off – Exploring Pitch
- Jump all around
- High low quackers
- Fossil feet
- Patterns in the rock
- Fossils on the march
- Prehistoric music show

What’s The Score – Exploring Instruments and Symbols
- Wood, metal, skin
- Funny voices
- Cartoon voices
- Cartoon tunes
- Hairy scary
- The hairy scary castle

Term 3
Rain Rain Go Away – Exploring Timbre, Tempo and Dynamics
- Whatever the weather
- Rain and sun fun
- Clouds gathering
- Builders at work
- Flood warning
• Noah’s ark

Sounds Interesting – Exploring Sounds
• Sound starters
• Sound sorters
• Sally go round the sun
• Teatime soundmakers
• Sunset sounds
• Sally’s day
### Physical Education

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<thead>
<tr>
<th>Year 2 Thursday 08:10 –09:20</th>
<th>2nd September – 11th October</th>
<th>21st October – 6th December</th>
<th>6th January – 28th February</th>
<th>3rd March – 11th April</th>
<th>28th April – 13th June</th>
<th>16th June – 25th July</th>
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