

SCHEME OF WORK

for Art
 Year 2



TERM	TOPICS
1	<p>Picture This! In this unit children explore an issue or event in their lives. They will learn about layouts and arrangement. They will learn to make a collage by combining, overlapping, and layering pictures. They will learn about prints, mono prints, and the printing press.</p> <p>Additionally, students will create projects related to the Jungle Fever theme. Projects may include fingerprint jungle animals, fingerprint animal books, modelling elephants from clay, pointillism butterflies, pattern rainforests, jungle animal masks, popsicle stick animal puppets, and jungle coloring page placemats.</p>
2	<p>Can Buildings Speak? In this unit children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. Students will experiment with material and technique throughout the unit. They will examine buildings with murals, make drawings of buildings, and make a relief based on the texture and forms found in buildings.</p> <p>Additionally, students will create projects related to the Dinosaur Planet theme. Projects may include paper bag dinosaur puppets, dinosaur sock puppets, dinosaur colouring page placemats, creating a large-scale model dinosaur, and make-your-own fossils from clay and plaster of Paris..</p>

3	<p>Mother Nature, designer. Children explore line, shape, colour and texture in natural forms. They examine the artists William Morris and Henri Moore. Investigate patterns, line texture and form, including wall paper design. Examine designs based on natural forms. Students use their experience with fabrics to make a collage.</p> <p>Additionally, students will create projects related to the Turrets and Tiaras theme. Projects may include exploring portraits of kings and queens and drawing self-portraits, exploring silhouettes, crafting castles and dragons including 3-D castles and/or a large-scale model castle, castle and dragon colouring pages/placemats, crafting knights, dragons or princess puppets, and designing coats of arms.</p>
---	--

SCHEME OF WORK

for EMR (Ethics, Morality, Religion)

Year 2



TERM	TOPICS
1	<p>Taking part and working together: In this unit, we will welcome new pupils. The pupils will develop skills of communication and participation. They will understand that rules protect us and let us learn. The class will make a charter for more kindness and less fighting.</p> <p>Goal setting: In this unit, students will set measurable and achievable goals for the academic year.</p> <p>Celebrations: Harvest festivals, Diwali, Christmas: In this unit pupils will understand that religious festivals are a special type of celebration.</p>
2	<p>Religions in the world: In this unit, pupils will understand that there are different religions and to respect those religions. They will understand that religious people belong to a faith and identify some of the ways in which this is demonstrated.</p> <p>Asserting yourself: In this unit, pupils will understand that one says “no” when something feels wrong.</p> <p>Celebrations: Chinese New Year, Easter</p>
3	<p>Bullying: In this unit pupils will discuss the reasons why someone might bully and be bullied. They will discuss how it feels to be bullied. They will make a plan to avoid/stop bullying. They will discuss pressures and influences.</p>

SCHEME OF WORK

for English First Language

Year 2



TERM	TOPICS
1	<p>Phonics, Spelling and Vocabulary: Apply knowledge of phonemes effectively in reading and spelling. Learn the different spellings of long vowel phonemes. Use context and sentence structure to help establish meaning. Discuss the meaning of unfamiliar words encountered in reading.</p> <p>Grammar and Punctuation: Write in clear sentences using capital letters and full stops. Read and respond to question words. Identify nouns, adjectives and verbs.</p> <p>Reading: Read and follow simple instructions (e.g. in a recipe). Read poems and comment on words and sounds, rhyme and rhythm. Find answers to questions by reading a section of text.</p> <p>Writing: Spell accurately the common words that can be read on sight. Practice cursive writing. Write a list of instructions.</p> <p>Speaking and listening: Show confidence in speaking to a group. Articulate clearly so that others can hear.</p> <p>Assessment test</p>
2	<p>Phonics, Spelling and Vocabulary: Identify syllables and split familiar compound words into parts. Secure the spelling of high frequency words and common irregular words.</p> <p>Grammar and Punctuation: Use verbs with increasing accuracy and use the past tense for narration. Singular and plural. Extend the use of a range of words and phrases to link sentences (e.g. connectives). Re-read own writing for sense and accuracy. Articles. Pronouns.</p> <p>Reading: Understand time and sequence in story narratives. Identify and describe story settings and characters. Predict story endings.</p> <p>Writing: Use the language of time (e.g. suddenly, after that). Use the</p>

	<p>structure of familiar poems and stories in developing own writing. Structure a story with a beginning, middle and end.</p> <p>Speaking and listening: Show awareness of the listener by including relevant details. Listen carefully and respond appropriately.</p> <p>Assessment test</p>
3	<p>Phonics, Spelling and Vocabulary: Spell words with common prefixes and suffixes. Build collections of interesting and significant words.</p> <p>Grammar and Punctuation: Develop awareness of other punctuation, including speech marks (e.g. full stop, question mark, exclamation, and comma).</p> <p>Reading: Locate words by initial letter in simple dictionaries, glossaries and indexes. Scan a page to find where information is located. Read simple fiction books independently. Find factual information from different formats (e.g. charts, labelled diagrams). Read simple fiction and non-fiction books independently.</p> <p>Writing: Choose interesting words and phrases (e.g. suddenly, after that). Develop stories with a setting, characters and a sequence of events). Begin to use dialogue in stories. Recount events and experiences. Make simple notes from a section of non-fiction text (e.g. listing key words). Record factual information, using simple non-fiction texts as a model.</p> <p>Speaking and listening: Attempt to express ideas precisely, using a growing vocabulary. Begin to be aware of the use of more formal vocabulary and tone of voice. Explain plans and ideas, extending them in the light of discussion.</p> <p>Cambridge Primary Progression Test Stage 3 Paper 1 or 2</p>

SCHEME OF WORK

for German First Language

Year 2



TERM	TOPICS
1	Wiederholung der Inhalte aus Year 1 Besondere Laute und Buchstaben: ß / V, v / Ä, ä / Ö, ö / Ü, ü / C, c / Y, y / Qu, qu / X, x Selbstlaute und Mitlaute Die Einheit der Silbe kennenlernen Einführung in den Schreibriftlehrgang Assessment Test
2	Weiterführung Schreibriftlehrgang Rechtschreibung: Buchstabenverbindungen St, st / Sp, sp / ie / Pf, pf Schreibungen mit doppelten Mitlautbuchstaben (auch ck und tz) Wörter mit b, d, g am Wortende Pluralbildung: au wird zu äu Das ABC und Arbeit mit der Wörterliste Assessment Test

3	Weiterführung Schreibriftlehrgang Einführung der Wortarten Nomen und Verben Der Satz (Großschreibung am Satzanfang, Punktsetzung am Satzende) Einführung der Wortart Adjektive Satzzeichen Sätze bilden und umstellen Zusammengesetzte Nomen Assessment Test

SCHEME OF WORK

for Mathematics

Year 2



TERM	TOPICS
1	<p>Introducing routines: Time activities (calendar, reading clock)</p> <p>Place Value System: Count, read and write numbers. Count up to 100 objects. Count on and back in ones and tens from any number. Count in twos, fives and tens and use grouping to count larger groups of objects. Begin to count in small constant steps (3s, 4s ...). Partition into ones and tens. Find 1 or 10 more or less than any two-digit-number. Round to the nearest 10. Place a two-digit number on a number line marked off in multiples of 10. Order and compare numbers (using the $<>$ signs). Estimate objects up to 100. Understand and recognize odd and even numbers.</p> <p>Shapes and geometric reasoning: Sort, name, describe, visualize and draw 2D and 3D shapes referring to their properties. Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry. Find examples of 2D and 3D shape and symmetry in the environment.</p> <p>Addition and Subtraction: Number pairs to 20; record related addition and subtraction facts. Find 10 more/less than any 2-digit-number. Add and subtract multiples of 10. Use the = sign to represent equality, e.g. $16+4=17+3$. Add four or five small numbers. Recognize symbols to represent an unknown and solve number sentences with unknown numbers. Add and subtract 1-digit-number to and from 2-digit-numbers. Add pairs of 2-digit-numbers. Find small differences between pairs of 2-digit-numbers. Understand that addition can be done in any order, subtraction cannot. Understand subtraction as difference and take away</p> <p>Measurement: Money. Recognize all coins and notes. Use money</p>

	<p>notation. Find coins and notes required to pay a given amount; work out change.</p> <p>Assessment test</p>
2	<p>Measurement: Length, mass and capacity. Estimate, measure and compare lengths, weights and capacities, using non-standard and standard units and appropriate measuring instruments. Compare lengths, weights and capacities using standard units (cm, m, 100g, kg, l)</p> <p>Multiplication and Division: Counting in twos, fives and tens to solve practical problems involving repeated addition. Understand multiplication as repeated addition and use the x sign; describing an array. Pairs of multiples of 10 with a total of 100; record related addition and subtraction facts. Multiples of 2, 5 and 10; derive related division facts. Doubles for all numbers up to 10 and 15, 20, 25 and 50. Understand division as grouping and use the ÷ sign. Find doubles of multiples of 5 up to double 50 and corresponding halves. Double 2-digit numbers. Multiplication and division facts for all times tables (continue learning in term 4). Understand that division can leave some left over.</p> <p>Assessment test</p>
3	<p>Fractions: Recognize that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$. Recognize that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole and $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent. Recognize which shapes are divided in halves and quarters and which are not. Find halves and quarters of shapes and small numbers of objects</p> <p>Geometry: position and movement. Follow and give instructions involving position, direction and movement. Recognize whole, half and quarter turns (clockwise and anti-clockwise). Recognize that a right angle is a quarter turn</p> <p>Data and Statistics: Collect and record data in lists, tables, block graphs and pictograms. Carroll and Venn diagrams to sort numbers or objects using one criterion and begin to use two criteria.</p> <p>Assessment test</p>

SCHEME OF WORK

for Music

Year 2



TERM	TOPICS
1	<p>Theme: Jungle Fever</p> <p>Exploring duration: This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p> <p>Exploring pulse and rhythm: This unit develops children's ability to recognize the difference between pulse and rhythm and to perform with a sense of pulse.</p> <p>Autumn 1 Hands, Feet, Heart Autumn 2 Ho Ho Ho</p>
2	<p>Theme: Dinosaur Planet</p> <p>Exploring pitch: This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p> <p>Exploring instruments and symbols: This unit develops children's ability to recognize different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.</p> <p>Spring 1 I Wanna Play in a Band Spring 2 Zootime</p>

3	<p>Theme: Turrets and Tiaras</p> <p>Exploring timbre, tempo and dynamics: This unit develops children's ability to recognize how sounds and instruments can be used expressively and combined to create music in response to a stimulus.</p> <p>Exploring sounds: This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</p> <p>Summer 1 Friendship Song Summer 2 Reflect, Rewind and Replay</p>
---	--

SCHEME OF WORK

for Sports
 Year 1 and 2



TERM	TOPICS
1	<p>At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:</p> <ul style="list-style-type: none"> • rules during sports lessons and expected behaviour in the changing room • how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.) <p>Athletics: Athletics at Key Stage 1 incorporates activities which will also be developed in dance, games and gymnastics. Pupils will be encouraged to explore and develop :</p> <p>Running: Running over different distances and obstacles; team running; and passing an implement; understanding how technique, rhythm and stride pattern can affect performance.</p> <p>Jumping : The five basic take-off and landing combinations; understanding how different jumps can be joined together and how some jumps are better for height and others for distance, how they can join some jumps together; how jumping can be improved, through the development of technique.</p> <p>Throwing :A range of throwing actions–fling, pull, push; use a variety of softer, lighter, smaller or adapted equipment; recognize how accuracy and distance can be increased through the development of throwing technique.</p>
2	<p>Gymnastics/Games</p> <p>At Key Stage 1, gymnastics will be concerned primarily with the introduction and development of body management skills. Pupils will explore these skills, firstly on the floor, and then progress to using apparatus.</p>

	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • develop body awareness through movement variations, for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/sideways; • form simple sequences by linking movements <p>Games</p> <p>Games will provide opportunities for pupils to work with a variety of equipment and to develop individual skills leading to co-operative play. Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping; • learn handling, hitting and kicking skills using a variety of equipment; • take part in simple games involving individual and co-operative play; • make use of space and outwit an opponent while playing simple games.
3	<p>Dance</p> <p>Dance will encourage pupils to use simple movements and gestures as a means of expression and communication.</p> <p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • use different parts of the body to explore the space around them and to move using simple actions, for example, walking, running, hopping and creeping; • listen to and move in response to different stimuli and accompaniment, for example, voice, music, percussion, nursery rhymes, action songs, poems, stories, and art work; • move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); • perform simple steps and movements to given rhythms and musical phrases; • create and remember a simple movement sequence using a variety of stimuli.

SCHEME OF WORK

for SST
 Year 2



TERM	TOPICS
1	<p>Science topic: Living things in their environment. Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there. Understand ways to care for the environment. Secondary sources can be used.</p> <p>Geography topic: An island home. Develop understanding of geographical features.</p> <p>Geography topic: Where in the world is Barnaby Bear? Learn about continents, countries, places.</p>
2	<p>History topic: Famous people and events. Identify people from the present and past who are famous. Identify how people became famous. Infer information from pictures of the past. Recognise similarities and differences between what people wear today and what people wore a long time ago. Talk about famous events in the past.</p> <p>Science topic: Material properties and changes. Recognise some types of rocks and the uses of different rocks. Know that some materials occur naturally and others are man-made. Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching. Explore and describe the way some everyday materials change when they are heated or cooled. Recognise that some materials can dissolve in water.</p>

3	<p>Science topics</p> <p>Light and dark. Identify different light sources including the sun. Know that darkness is the absence of light. Be able to identify shadows.</p> <p>The Earth and beyond. Explore how the sun appears to move during the day and how shadows change. Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.</p> <p>Electricity. Recognise the components of simple circuits involving cells (batteries). Know how a switch can be used to break a circuit.</p> <p>Weather. Observe and talk about their observation of the weather, recording. Reports of weather data.</p>