

# 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
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# SCHEME OF WORK

for Mathematics

Year 2



TERM	TOPICS
1	<p><b>Introducing routines:</b> Time activities (calendar, reading clock)</p> <p><b>Place Value System:</b> 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 <math>&lt;&gt;</math> signs). Estimate objects up to 100. Understand and recognize odd and even numbers.</p> <p><b>Shapes and geometric reasoning:</b> 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><b>Addition and Subtraction:</b> 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. <math>16+4=17+3</math>. 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><b>Measurement: Money.</b> 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><b>Assessment test</b></p>
<b>2</b>	<p><b>Measurement: Length, mass and capacity.</b> 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><b>Multiplication and Division:</b> Counting in twos, fives and tens to solve practical problems involving repeated addition. Understand multiplication as repeated addition and use the <math>\times</math> 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 <math>\div</math> 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><b>Assessment test</b></p>
<b>3</b>	<p><b>Fractions:</b> Recognize that we write one half <math>\frac{1}{2}</math>, one quarter <math>\frac{1}{4}</math> and three quarters <math>\frac{3}{4}</math>. Recognize that <math>\frac{2}{2}</math> or <math>\frac{4}{4}</math> make a whole and <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> 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><b>Geometry: position and movement.</b> 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><b>Data and Statistics:</b> 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><b>Assessment test</b></p>

# SCHEME OF WORK

for Music

Year 2



TERM	TOPICS
1	<p><b>Music Express Year 2 Unit 1: The long and the short of it – Exploring duration</b>            This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. During the unit children explore the duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch. Towards the end of the unit the children begin to organize their sounds within a steady pulse. They may record their sound sequences using symbols.</p> <p><b>Music Express Year 2 Unit 2: Feel the pulse – Exploring pulse and rhythm</b>            This unit develops children's ability to recognize the difference between pulse and rhythm and to perform with a sense of pulse. During this unit, children use songs and activities to develop confidence in singing and playing to a common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases. They use these skills to create an accompaniment for a song or chant.</p>
2	<p><b>Music Express Year 2 Unit 3: Taking off – Exploring pitch</b>            This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns. During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories. This unit should be revisited during the key stage.</p>

	<p><b>Music Express Year 2 Unit 4: What's the score 2 – Exploring instruments and symbols</b></p> <p>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. During this unit children explore classroom instruments and learn that instruments that make sounds in similar ways can be grouped into families. They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds. This unit should be revisited during the key stage.</p>
3	<p><b>Music Express Year 2 Unit 5: Rain, rain go away 2 – Exploring timbre, tempo and dynamics</b></p> <p>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. During this unit, children explore how sounds can be changed, combined and organized to create a class composition. They respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words. This unit should be revisited during the key stage using different stimuli, e.g. the fairground.</p> <p><b>Music Express Year 2 Unit 6: Sounds interesting 2 – Exploring sounds</b></p> <p>This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. During this unit, children make a variety of sounds with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story. This unit could be revisited using a different story, poem or play.</p>

# SCHEME OF WORK

For: SST

Year: 2



TERM	TOPICS
1	<p><b>Science topic</b></p> <p><b>Living things in their environment:</b> 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><b>Geography topics</b></p> <p><b>An island home:</b> Develop understanding of geographical features</p> <p><b>Where in the world is Barnaby Bear? :</b> Learn about continents, countries and places.</p>
2	<p><b>History topic</b></p> <p><b>Famous people and events:</b> 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><b>Science topic</b></p> <p><b>Material properties and changes:</b> 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><b>Science topics</b></p> <p><b>Light and dark:</b> Identify different light sources including the sun. Know that darkness is the absence of light. Be able to identify shadows.</p> <p><b>The Earth and beyond:</b> 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><b>Electricity:</b> Recognise the components of simple circuits involving cells (batteries). Know how a switch can be used to break a circuit.</p> <p><b>Weather:</b> Observe and talk about their observation of the weather, recording. Reports of weather data.</p>
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