

Curriculum Overview

Academic Year: **2010 - 2011**

Year: **2**



Subject	Term 1	Term 2	Term 3
Reading	<p>Long vowel digraphs such as "ee" and "oa" from term 3 of year 1 are revised. The reading and spelling of words containing these are extended. New sounds such as "ar", "oy" and "ow" are introduced as well as consonant blend endings such as "ck", "ng" and "nd". Children progress through the reading scheme at their own pace and develop their ability to read and write sight words. A variety of poems and stories with familiar settings are studied in the Literacy Hour. Children are helped to understand the sequential relationships in stories and why events occur. In non-fiction the focus is on instructions. Children are encouraged to read simple instructions and note the features of this type of writing.</p>	<p>Children continue to develop their knowledge of long vowel sounds such as "ai", "ie" and learn to discriminate, spell and read words containing "air", "or" and "er" sounds. They continue to develop their ability to read and write sight words and progress at their own pace through the reading scheme. Traditional stories and rhymes from a range of cultures are studied, as well as poems from significant children's poets. Reading comprehension focuses on story setting, characters, prediction of story endings and using drama. Non-fiction work includes the use of dictionaries, glossaries and indexes.</p>	<p>Children practice and secure phonic sounds from term 1 and 2, as well as learn to discriminate "ear" as in hear and "ea" as in head. They develop their sight word knowledge and learn to spell words with common suffixes e.g. -ful. They continue at their own pace through the reading scheme. Extended stories by significant children's authors and text with language play are studied. Non-fiction work focuses on information books.</p>
Writing	<p>Children continue to practice handwriting patterns from Year 1 but are gradually introduced to basic handwriting joins. In writing composition children are encouraged to apply their phonic and sight word knowledge. They begin to structure their stories and use the language of time to sequence events. They also have opportunities to write simple poetry and write instructions. The correct use of capitals, full stops, question marks and commas is emphasised.</p>	<p>Emphasis is on neat handwriting. Basic letter formation is revised and children continue to develop basic handwriting joins. In writing composition children are encouraged to use their phonic and sight word knowledge. They look at the use of speech marks, speech bubbles, bold print and other ways of presenting text. Children are encouraged to check their work for meaning. They use traditional story settings to write their own stories and write character profiles. They make class dictionaries and glossaries.</p>	<p>The children continue to practice the handwriting joins from the last two terms and use these in independent writing. They write sustained stories using their knowledge of story elements. They write humorous verse and book reviews. In non-fiction they use the structure of known texts to produce their own reports. Children continue to develop their ideas of punctuation and grammar. They practise turning statements into questions and the use of commas in lists.</p>
Speaking and Listening	<p>Emphasis is placed on listening to and processing information. Skills encouraged include: taking turns when speaking, listening to others, negotiating, persuading, accepting and offering helpful suggestions. Daily Show & Tell sessions reinforce these skills. The children learn to structure sentences using comprehensible pronunciation and intonation. They learn to listen and respond to stories, expressing views and feelings with confi-</p>	<p>Children are encouraged to use the listening centre individually and in groups for stories, reading comprehension and enjoyment. The children are encouraged to hear correct pronunciation and intonation in speech through listening to stories and poems. Children listen to others, take turns in speaking and appreciate other children's points of view.</p>	<p>The children are encouraged to listen and respond to stories, expressing views and feelings with confidence. They are expected to hypothesise, make statements and predict outcomes. They participate in drama, listening games and role-play activities.</p>



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	dence. They are expected to hypothesize, make statements and predict outcomes.		
Mathematics	The children have a Numeracy Hour daily. The children revise and consolidate Year 1 concepts. Number formations and value of numbers 11 – 100 are introduced. Processes used include addition, subtraction, missing numbers, and simple equations using bonds to 20 and the symbols of greater than and less than. Use of a number line is encouraged. Practical activities include telling the time (hour, half hour), data handling, measuring and shopping using real life problems.	The children continue to follow the Numeracy Strategy. Topics covered include: counting and properties of numbers to 100, number sequences, odd and even, place value, ordering, estimating, rounding, understanding + and -, subtraction as the inverse of addition, money and real life problems, measures (including standard measures), capacity, 2D and 3D shape, angles and symmetry, understanding x and -, handling data and time (hour, half past, quarter to and quarter past).	The Numeracy Strategy includes: addition and subtraction using numbers to 100, equations, multiplication and simple division using the tables of 2, 5 and 10. More complex aspects of addition and subtraction are introduced. Practical activities include: data handling, time, shopping and measurement of length, weight, capacity and area, where standard measures are introduced and used to solve simple problems. Efficient mental calculation strategies are encouraged at all times.
Science	Science topic 1 is “Health and Growth”. We look at types of food and their sources, diet, exercise, the correct use of medicine and personal hygiene. Science topic 2 is “Grouping and Changing Materials”. We look at and classify a variety of materials, discuss their properties and experiment with ways in which they can be changed	The Science topic is „Plants, Animals and their Habitats”. Activities include: noting the characteristics of living things, identifying plants and animals in the local environment, comparing these with those of a different environment, growing plants from seeds.	In Science, we look at „Electricity”, where we discuss aspects of safety, its uses and simple circuits. We also cover „Forces”. This topic is based on practical activities including pushes, pulls and friction.
Social Studies	Social Studies topics include life in Zambia and its neighbours, relevant cultural festivals and making simple maps and plans.	The Social Studies topic is „World Climates and Habitats”. Activities include looking at local, regional and world climates. Use is made of maps and globes to identify continents and oceans. The habitats researched are: Rainforests, Deserts, Savannah, Polar Regions and Oceans.	In Social Studies, the main topic was „Explorers and Exploration” although some work continued on the study of different habitats. We look at Livingstone and his journeys through Africa. Children research and present their own projects on other explorers.
Art	Students start still life drawing, review shadow and light, shading using various mediums relating to the light and shadow curriculum topic. They review primary and secondary colours and are introduced to warm and cool colours. They observe patterns and shapes in buildings. They do collage work related to the grouping and changing materials topic using a wide variety of materials.	Students do a design a bedroom project which relates to and introduces the study of Van Gogh. They explore the famous works of Van Gogh (ie. Sunflowers) as well as his techniques and mediums, ie. Thickened paint and oil pastels. They also do seasonal art activities around Valentine’s Day and Easter.	Students do portrait work studying facial features individually then do portraits of each other using techniques similar to Van Gogh, ie. thickened paint and oil pastel. They do 3D sculptures of Zambian landscapes (ie. the Victoria Falls) using a wide variety of mediums including mod roc and paper mache.



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French	In term 1 the children learn about cutlery and furniture, birthdays, body parts, clothes, classroom instructions and expressing likes and dislikes. The method "La Jolie Ronde" Book 1 is used from unit 1 to unit 8. The new vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes and simple worksheets.	Students learn about means of transport, telling their age, house and garden words, feminine and masculine, days of the week, numbers 1 - 20 and animals. The method "La Jolie Ronde" is used in class from unit 1 - 6. The vocabulary is introduced through games, flashcards, role-plays, books, songs and videos.	In term 3 the children learn about body parts, animals, days of the week, colours, numbers 1-20 and the alphabet. The entertaining method called "La Jolie Ronde" is used from unit 7 - 12. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.
Physical Education	In Games Year 2 Unit 1 & 2 from Primary School Games is used. In unit 1 the focus is on throwing and catching and inventing games: throwing and catching with different equipment; beat your own record activities; throw, catch and bounce in different ways; making up games using the taught skills. In unit 2 the focus is on aiming, hitting and kicking and making up games with partner: aiming at a stationary or moving targets; aiming with hands, feet and bats; track path of ball and move to intercept it; run after moving ball, field it and return; receive the ball on the move; choose equipment, make up games and teach to partner. In Swimming the focus is on developing safe entries including submersion, travel up to 10 metres on front and back, progress rotation skills and water safety knowledge.	In Games Year 2 Unit 3 & 4 from Primary School Games is used. In unit 3 the focus is on dribbling, kicking and hitting skills: dribble to develop control, change of speed and change of direction; work with partner to pass, receive and strike; play games with partner, selecting and applying the skills that have been developed and putting them under pressure. In unit 4 the focus is on group games and inventing rules: working co-operatively in groups of varying sizes; development and extension of bouncing, kicking, throwing, catching and striking skills; inventing scoring systems and simple rules to make their games acceptable and fair; developing simple group tactics. In Swimming the focus is on developing safe entries including submersion, travel up to 10 metres on front and back, progress rotation skills and water safety knowledge.	In Athletics Year 2 Unit 1 & 2 from Primary School Athletics is used. In unit 1 the focus is on developing specific skills of: push throw with two hands, technique in short distance running, underarm throwing for distance and accuracy, paced running, jumping with different take-offs and landings and push throw with a bounce. In unit 2 the focus is on further developing specific skills of: push-throw and push-bounce, sprinting technique, throwing for distance, even pacing between obstacles, jumping for distance using different patterns and take-offs and landings and push throw with a bounce.
Music	The children sing a variety of different songs in different languages. With these songs, they accompany themselves with various un-tuned percussion instruments. They recognize a pulse, or beat, and how to differentiate between pulse and rhythm. Pitch work includes recognizing and reacting to high, middle and low sounds.	The children develop their ability to discriminate between longer and shorter sounds and to use them to create interesting sequences of sound. They identify different groups of instruments and understand how symbols can be used to represent sound.	The children consolidate the skills of reading, clapping and playing short rhythms. They are introduced to graphic notation and compose short pieces. Other elements such as tempo and volume are practiced when singing and playing the percussion instruments
Information Technology	This term the students work on their mouse and keyboard skills by writing stories. They draw pic-	Students continue to improve their understanding of the computer parts and how to save work using	The term is spent learning about Microsoft Word. Students type sentences and learn the skills of



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	<p>tures to represent contrasts of colour and effects. They create pictures about keeping fit and healthy. They make a Christmas card.</p>	<p>a floppy disk. They complete a research topic and type a story using different types of software. Mouse and keyboard skills are improved. They are also introduced to creating routes by controlling a floor or screen turtle.</p>	<p>changing colours, size and style of fonts. They also learn to save to a floppy disk. Time is also spent using a range of maths activities to enhance their language, number and science skills. Children learn how to ask questions that can be answered with yes or no responses. They have opportunities to work with a prepared file on a binary tree program to practise their questioning skills.</p>

