

# Curriculum Overview

## YEAR 2

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
Reading	<p><b>Phonics</b> Revision of all phase 5 sounds. 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.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students develop their ability to read and write sight words.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p> <p><b>Stories with familiar settings</b> Students will reading, retell and write stories with familiar settings. Students learn the sequential relationships in stories and why events occur.</p> <p><b>Instructions</b> Students will read, analyse and write</p>	<p><b>Phonics</b> New sounds such as 'ar', 'oy' and 'ow' are introduced as well as consonant blend endings such as 'ck', 'ng' and 'nd'.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students continue to develop their ability to read and write sight words.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p> <p><b>Traditional tales from different cultures</b> Students will read, retell and write traditional tales and stories from multiple cultural heritages.</p> <p><b>Poetry</b> Students will read, learn and recite poems with familiar settings, as well as poems by significant poets.</p>	<p><b>Phonics</b> Students practise and secure phonic sounds from Term 1 and 2, as well as learn to discriminate 'ear' as in hear and 'ea' as in head.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students continue to develop their ability to read and write sight words.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p> <p><b>Dictionaries and explanations</b> Students will use dictionaries to practice reading and writing explanations.</p> <p><b>Stories by significant children's authors</b> Reading and retelling stories by significant children's authors and writing a story.</p>	<p><b>Phonics</b> Students develop their sight word knowledge and learn to spell words with common suffixes e.g. -ful.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students continue to develop their ability to read and write sight words.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p> <p><b>Non-chronological reports</b> Students will read, speak and write non-chronological reports.</p> <p><b>Poems with language play</b> Reading, learning and reciting poems by significant poets and</p>

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	instructional texts.			poems with language play, including humorous poems. Reading comprehension focuses on story setting, characters, prediction of story endings and using drama.
Writing	<p><b>Stories with familiar settings</b> Students will reading, retell and write stories with familiar settings. Students learn the sequential relationships in stories and why events occur.</p> <p><b>Instructions</b> Students will read, analyse and write instructional texts.</p> <p><b>Grammar and Punctuation</b> Students are guided toward the use of consistent correct punctuation, with an emphasis on capital letters, full stops, and commas.</p> <p><b>Phonics</b> Revision of all phase 5 sounds. Children continue to develop their knowledge of long vowel sounds such</p>	<p><b>Traditional tales from different cultures</b> Students will read, retell and write traditional tales and stories from multiple cultural heritages. They use traditional story settings to write their own stories and write character profiles.</p> <p><b>Familiar Poetry by Significant Poets</b> Students will read, learn and recite poems with familiar settings, as well as poems by significant poets.</p> <p><b>Grammar and Punctuation</b> Students are guided toward the use of consistent correct punctuation, with an emphasis on capital letters, full stops, and commas. They look at the</p>	<p><b>Stories by significant children's authors</b> Reading and retelling stories by significant children's authors and writing a story. Students will write sustained stories using their knowledge of story elements, as well as humorous verse and book reviews.</p> <p><b>Dictionaries and explanations</b> Students will use dictionaries to practice reading and writing explanations. Students will create class dictionaries and glossaries.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p> <p><b>Phonics</b></p>	<p><b>Non-chronological reports</b> Students will read, speak and write non-chronological reports. Students they use the structure of known texts to produce their own reports.</p> <p><b>Poems with language play</b> Reading, learning and reciting poems by significant poets and poems with language play, including humorous poems. Reading comprehension focuses on story setting, characters, prediction of story endings and using drama.</p> <p><b>Grammar and Punctuation</b> Students are guided toward correctly reading punctuation with fluency.</p>

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	<p>as 'ai', 'ie' and learn to discriminate, spell and read words containing 'air', 'or' and 'er' sounds.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Children develop their ability to read and write sight words. Students are encouraged to use their phonic and sight word knowledge in all of their writing activities.</p> <p><b>Handwriting</b> Children continue to practise handwriting patterns from Year 1 but are gradually introduced to basic handwriting joins.</p>	<p>use of speech marks, speech bubbles, bold print.</p> <p><b>Phonics</b> New sounds such as 'ar', 'oy' and 'ow' are introduced as well as consonant blend endings such as 'ck', 'ng' and 'nd'.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students develop their ability to read and write sight words. Students are encouraged to use their phonic and sight word knowledge in all of their writing activities.</p> <p><b>Handwriting</b> Emphasis is on neat handwriting. Basic letter formation is revised and children continue to develop basic handwriting joins. <b>ICT: Students will use iPad application Book Creator to create an infor-</b></p>	<p>Students practise and secure phonic sounds from Term 1 and 2, as well as learn to discriminate 'ear' as in hear and 'ea' as in head.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students develop their ability to read and write sight words. Students are encouraged to use their phonic and sight word knowledge in all of their writing activities.</p> <p><b>Handwriting</b> Students continue to practise the handwriting joins from the last two terms and use these in independent writing.</p>	<p><b>Phonics</b> Students develop their sight word knowledge and learn to spell words with common suffixes e.g. -ful.</p> <p><b>Spelling and Vocabulary</b> Weekly spelling words are assigned on Mondays and tested on Fridays. Spelling words are related to the phonics sound studied each week. Students continue to develop their ability to read and write sight words.</p> <p><b>Handwriting</b> Students continue to practise the handwriting joins with an emphasis of using these in independent writing across the curriculum. Students are continuously encouraged to produce neatly written work.</p>

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		mational text.		
Speaking and Listening	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. The children learn to structure sentences using pronunciation and intonation. They learn to listen and respond to stories, expressing views and feelings with confidence. They are expected to hypothesise.	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.	The children are encouraged to listen to others, take turns in speaking and appreciate other children's' points of view. The children are also encouraged to listen and respond to stories, expressing views and feelings with confidence.	The children are expected to hypothesise, make statements and predict outcomes. They participate in Drama, listening games and role-play activities.
Mathematics	<b>Number and Problem Solving</b> 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. Students are introduced to the concepts of multiplication and division.	<b>Number and Problem Solving</b> Topics 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.  <b>Handling Data and Problem Solving</b> Topics include organising, categorising and representing data, as well as using Carroll and Venn diagrams to	<b>Number and Problem Solving</b> Topics include: addition and subtraction using numbers to 100, writing numbers to 1000, equations, multiplication and simple division using the tables of 2, 5 and 10. 2D and 3D shape, angles and symmetry, understanding x and ÷, handling data and time (hour, half past, quarter to and quarter past).  <b>Measure and Problem Solving</b> Students learn to estimate, measure	<b>Number and Problem Solving</b> More complex aspects of addition and subtraction, multiplication and division are explored. Students continue to solve mental maths through a variety of strategies. Fraction concepts are introduced.  <b>Geometry and Problem Solving</b> Students continue work with 2D and 3D shapes, exploring posi-

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	<p><b>Geometry and Problem Solving</b> Students will learn about 2D and 3D shapes, identify reflective symmetry and find shapes in the environment.</p> <p><b>Measure and Problem Solving</b> Practical activities include telling the time (hour, half hour), data handling, measuring and shopping using real life problems. Students will measure and compare money, length of objects and time.</p> <p><b>ICT: Students will use iPad application Explain everything to demonstrate measurements of objects.</b></p>	<p>sort objects.</p>	<p>and compare lengths, capacities and weights. Practical applications of money are also continued.</p>	<p>tioning and movement, and begin to use mathematical language to explain translations.</p>
Science	<p><b>Topic 1: Electricity</b> This unit introduces children to the concept of electricity and how it works. It also includes the hazards associated with mains electricity as well as how to stay safe.</p> <p><b>Topic 2: Light and Dark.</b> Children understand that we need light in order to see things. We will identify different light sources includ-</p>	<p><b>Topic: Changing Materials.</b> In this unit children learn to distinguish between an object and material from which it is made. They learn about some of the ways materials can be changed by heating and cooling. In addition, the children will learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.</p>	<p><b>Topic 1: Plants and Animals Around Us.</b> In this unit the children will learn about plants and animals in their immediate environment. They will also learn how differences between places contain a different range of plants and animals. The children will learn that just like humans, plants and animals also reproduce.</p>	<p><b>Topic: Day and night</b> Children will explore how the sun appears to move during the day and how shadows change. They will find out why and how we have day and night.</p>

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	ing the sun. In addition, we will look at darkness as the absence of light.		<p><b>ICT: Students use Book Creator to create a book about the plants and animals in our immediate environment.</b></p> <p><b>Topic 2: Looking at Rocks.</b> The children will learn that underneath all surfaces is rock, which they may not be able to see. They will also learn that there are different types of rock with different characteristics.</p>	
<b>Social Studies</b>	<p><b>Zambia</b> They study life in Zambia and its neighbours, relevant cultural festivals and making simple maps and plans. They compare features of rural and urban areas.</p> <p><b>Celebrations</b> A celebration is different in meaning and purpose from remembering or commemorating an event. For the purposes of this unit the emphasis is on the mark or observation of a special event with festivities of some sort. Many different kinds of celebrations take place -family ones, ones related to specific regions and</p>	<p><b>Living Things: I am alive</b> It may seem perfectly obvious to you which things around us are alive, and which things are not. Your dog moves and is alive; your car moves but is not. The television is motionless and is dead; the spider plant is motionless but is alive. We take it for granted that we are alive. We demonstrate (most of us!) the seven essential life processes:</p> <p><b>Hooray, lets go on holiday.</b> Through this topic the children are going to find out about the geography and history of holidays and they will also be using art and ICT to help find</p>	<p><b>Environment: Our World</b> In the unit on 'Our World' the children will be working together to learn more about the different places that people, animals and plants live. Activities include looking at local, regional and world climates and finding out about the effects of any changes to the environment. Use is made of maps and globes to identify continents and oceans.</p>	<p><b>Significant People</b> The children will learn about the life and work of famous people, particularly focusing on David Livingstone and Nelson Mandela. Children will learn what they did in their lives, the importance of their work and the impact it has had on life today.</p>

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	countries, those concerned with different times of the year such as new year or harvest, religious celebrations, ones concerning local, national or world leaders etc.	out the answers to some of their questions about holidays.  <b>Religion Study: Christianity</b> In Year 2, students study Christianity and perform the Nativity play in December.		
<b>GCE</b>	<b>Identity and diversity</b> To understand what contributes to self-identity and belonging.  <b>Human rights</b> To understand the need to respect the rights of others.	<b>Social Justice and equality</b> To demonstrate an understanding of what it means to be rich and poor in Zambia.	<b>Globalisation and interdependence</b> To make links between the local community and the wider world.  <b>Sustainable Development</b> To explore ways in which people can damage or improve the environment.	<b>Peace and conflict</b> To consider ways of avoiding, managing and resolving conflict.  <b>Power and Governance</b> To explore uneven sharing of power and how some people are excluded from decision –making.  <b>ICT: Students will create a short video on managing and resolving conflict.</b>
<b>Art</b>	<b>Unit 1 – Theme: Calendar Art</b> Character theme: Friendship Creating a piece to enter towards the 2019 calendar. Strands: Drawing, Painting and col-	<b>Unit 3 – Theme: ‘Symmetry’</b> Learning how to mix and apply paint in different ways. Developing their knowledge of primary and secondary colours. Printing with paint in sym-	<b>Unit 5 – Theme: ‘Vincent Vangogh’.</b> Brief art history of the artist. Exploring various works by Vangogh. Developing critical and creative language while expressing their understanding of his	<b>Unit 8 - Theme: ‘Significant People’</b> David Livingstone - Discovering Victoria Falls. Continuing to play with textures to represent the environment.

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	<p>our.</p> <p><b>Unit 2 – Theme: ‘Shapes’</b> Developing their knowledge and skill drawing 2-D, 3-D and organic shapes. Tracing, drawing from Memory and observation. Strands: Using a range of drawing media.</p> <p><b>Unit 3 – Theme: ‘Zambia’</b> The life of an artist in Zambia. Learning about the work of a range of artists. Describing the differences, similarities and making links to their own.</p>	<p>metry. Reflection Strand: Print, Paint</p> <p><b>Unit 4: Theme: ‘Light &amp; Dark’.</b> Developing their knowledge of tone. Exploring tones with various drawing media. Strand: Drawing</p>	<p>work. Making a similar piece of artwork. Learning how to mix and apply paint, using water based paint to explore strokes. Strand: Paint</p> <p><b>Unit 6 – Theme: ‘Plants and Animals around us’.</b> Exploring three dimensions and developing knowledge about the tactile properties of textures and surfaces. Creating a 3-D Sunflower from clay. Strand: Assembling/constructing</p> <p><b>Unit 7 – How to Draw</b></p> <ul style="list-style-type: none"> <li>- How to draw people and drawing a portrait?</li> <li>How to draw an animal.</li> </ul>	<p>Strand: Construction/ fabric &amp; Fibre</p> <p><b>Unit 8 –Theme: ‘Day &amp; Night’</b> Exploring how to use various materials to make representations of environments. Analysing various artwork and making comparisons and identifying the differences between art in the daylight and art at night. Bonfire night Strand: Construction/assembling and colour.</p>
<b>French</b>	<p><b>Units 1-5 Le Transport, les gens et la famille, la maison, les animaux:</b> The 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. The vocabulary is introduced through games, flashcards,</p>	<p><b>Units 6-8 Talking about favourite animals, the address:</b> The 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. The vocabulary is introduced through games, flash-</p>	<p><b>Units 9-13 Some animals, colours, some foods, shopping in French:</b> The children learn about body parts, animals, Days of the week, colours, numbers 1-25 and the alphabet. The entertaining method called “La Jolie Ronde” is used. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes,</p>	<p><b>Units 14-19 Birthday, Say Good bye, like and dislike in French:</b> The children learn about cutlery and furniture, some foods, birthdays, body parts, clothes, classroom instructions and expressing likes and dislikes. The method “La Jolie Ronde” Book 1 is used.</p>

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	role-plays, books, songs and videos.	cards, role-plays, books, songs and videos.	simple worksheets and videos.	The new vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes and simple worksheets.
<b>Physical Education</b>	<b>Ball skills:</b> basic game-playing skills, throwing and catching. Movement into space, defending the ball. Beginning to outwit opponents. Levelling assessment. <b>Swimming:</b> 3 basic strokes: front-crawl, breaststroke, backstroke. Basic water safety skills introduced. Pool rules. Levelling assessment.	<b>Multi skills:</b> basic movement skills balance, agility, co-ordination <b>Swimming:</b> 3 basic strokes: front-crawl, breaststroke, backstroke. Basic water safety skills introduced. Pool rules. Levelling assessment.	<b>Swimming:</b> development of basic strokes and water safety skills, developing the front-crawl back stroke and breast stroke techniques with breathing. Start diving. Badges. <b>Games:</b> Throwing and Catching - Aiming Games exploring and communicating ideas, concepts and emotions. Levelling assessment.	<b>Hockey:</b> Pupils will work on improving the quality of their skills with the intention of outwitting opposition. Levelling assessment. <b>Striking and Fielding:</b> development of skills of hitting and fielding using a tennis ball and plastic bat. Game rules. Levelling assessment.
<b>Music</b>	<b>Pulse and Rhythm</b> Recognise a pulse, or beat, and how to differentiate between pulse and rhythm. Pitch work includes recognising and re-acting to high, middle and low sounds	<b>Painting and Sound</b> Compose or improvise sounds in response to a picture journey or trail (Ex a journey around town) <b>The children will learn songs about Zambia – link to Social Studies (Celebrations).</b>	<b>Texture</b> Develop their ability to discriminate between thick and thin (texture) sounds and to use them to create interesting sequences of sound. They identify different groups of instruments. Free style composition is also introduced.	<b>Rhythm-Dictation</b> Consolidate the skills of reading, clapping and playing short rhythms. They are introduced to graphic notation and compose short pieces.
<b>Information Technology</b>	<b>WinLogo:</b> how to use control programming with turtle graphics and simulation software such as Coco and Dash.	<b>Search:</b> to use buttons, menus, indexes, hyperlinks and other navigation items to search for and find in-	<b>MSPaint:</b> how to create repeating patterns using stamps and/or copy tools and create pictures using a variety of tools and effects.	Students consolidate the knowledge they have learnt over the past 3 terms in a combined project.

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	<p><b>Digital Citizenship:</b> what a digital footprint is and how to respect their peers online.</p> <p><b>Coding and Programming:</b> how to combine sequencing, loops and event handlers in a more complex algorithm.</p> <p><b>iPad apps:</b> Book Creator for cross curricular use in the classroom.</p>	<p>formation.</p> <p><b>Digital Citizenship:</b> online safety and how to research effectively.</p> <p><b>Coding and programming:</b> using complex algorithms to code various courses for Dash the robot.</p> <p><b>iPad apps:</b> Comic Life for cross curricular use in the classroom.</p>	<p><b>Digital Citizenship:</b> how to create safe passwords and showing respect online.</p> <p><b>Coding and programming:</b> complete course A on code.org.</p> <p><b>iPad apps:</b> Puppet Pals for cross curricular use in the classroom.</p>	<p>Cross curricular: a range of multimedia program activities to enhance their language, number and science skills.</p>
<p><b>Personal, Social and Health Education</b></p>	<p><b>Building Relationships through Respect</b></p> <p>The children will learn how to build good relationships and respect the differences between people. They will learn to listen to others and to identify and respect the differences and similarities between people.</p>	<p><b>Developing Responsibilities</b></p> <p>The children will develop confidence and responsibility. They will also prepare to play an active role as citizens, which will include taking part in simple debate about topical issues.</p>	<p><b>Environmental Awareness</b></p> <p>The children will identify an environmental issue locally eg. Rubbish (plastic bags), consider ways to solve this challenge and compare strategies to other countries. E.g. recycling</p>	<p><b>Solving Conflict</b></p> <p>The children will engage in conflict solving strategies through role play and discussion.</p>

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