



# British Section, SHAPE International School

## CURRICULUM OVERVIEW – AUTUMN TERM 2024

### YEAR 2 – GRIFFIN CLASS



**English:** The children will develop **spoken language and listening** skills to enhance communication across a range of contexts and to a range of audiences. A range of high-quality texts including, 'The Bear and the Piano' by David Litchfield and 'The Secret of Black Rock' by Todd Stanton Willis will be studied during daily **reading and writing sessions**. The children will learn to read suffixes by building on known root words. Monitoring their reading, they will check that newly decoded words make contextual sense, and explore their meanings. The children will also be encouraged to use morphology to read unknown words. Focussed **spelling** sessions will help them to move towards more word-specific spelling ability, including homophones. Misspelling will provide an opportunity to learn alternative ways of representing sounds. The children will learn to apply their growing knowledge of word and spelling structure, and their expanding knowledge of root words. English lessons will focus on **writing** clearly, accurately and coherently, adapting language and style to suit writing to entertain (narratives, descriptions and poetry) and to inform (recounts, letters and instructions). Writing skills will focus on writing sentences with different forms (statement, question, exclamation, command); expanded noun phrases to describe and specify; using present and past tenses correctly and consistently; and using subordination (when, if, that, because) and co-ordination (or, and, but) to combine sentences. To establish good **handwriting** habits from the start, lessons will revise and practise correct letter formation; the children will be taught to write with a joined style as soon as they can form letters securely.

**Home Learning:** *In order to develop the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

**Mathematics:** Reinforcing **number** to build competency remains a key focus. The children will practise counting, reading, writing and comparing numbers to at least 100, solving a variety of related problems to develop fluency. They will learn to count in multiples of 3 to support later understanding of a third. As they gain in confidence, the children will be introduced to numbers greater than 100 to develop further their recognition of patterns within the number system. The children will learn to partition numbers to support subtraction. They will solve problems emphasising each digit's value in 2-digit numbers, and so begin to understand 0 as a place holder. The children will practise **addition & subtraction** to become increasingly fluent in deriving facts. They will learn to check their calculations, including through calculation reversal which establishes commutativity and associativity of addition. Recording in columns will support **place value** awareness, preparing the children for formal written methods with larger numbers. In **geometry**, the children will identify the properties of a variety of 2-D and 3-D shapes, and use related vocabulary precisely. Learning in **measurement** will focus on **money**. Here, the children will become fluent in counting, describing value, recognising coins and the £ and p symbols.

**Home Learning:** *To build number confidence and fluency, the children are encouraged to play the **White Rose 1-minute maths** app daily.*



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**Science:** This term's studies will focus on **living things and their habitats**. The children will be introduced to the idea that all living things have certain characteristics essential for their flourishing. Through a questioning process, they will familiarise themselves with the life processes common to all living things. The children will be introduced to the terms 'habitat' and 'microhabitat'. They will gain insight concerning the local environment through identifying and studying a variety of plants and animals, and observing their mutual interdependency. They will also study animals in more distant habitats. **Working scientifically**, the children will learn to sort and classify things according to whether they are living, dead or were never alive, recording and then describing their findings, e.g. 'are deciduous trees dead in winter?' They will also learn to construct food chains that include humans. Finally, the children will describe conditions in different habitats, discovering how the conditions affect the number and types of plants and animals that live there.

**Computing:** The first work unit is entitled '**Computing systems and networks – IT around us**'. The children will develop their understanding of what IT is and will begin to identify examples. They will discuss where they have seen IT in school and elsewhere, in settings such as shops, hospitals, and libraries. The children will then investigate how IT improves our world, and will learn about the crucial importance of using IT responsibly. The second unit is entitled '**Creating media – Digital photography**'. Here the children will learn to recognise that different devices can be used to capture images. They will gain experience taking, editing, and enhancing photos, and use this knowledge to recognise that images they see may not be real.

**History:** Learning will focus on **significant individuals in the past who have contributed to national and international achievements**. The theme of **discovery** will introduce the children to some incredible explorers, including Columbus and Ibn Battuta, and to learning about the different challenges they met when travelling the world. The children will develop awareness of the past and learn where these explorers fit within a chronological framework, identifying similarities and differences between ways of life across different periods. The stories are moving, imbued with heroism and sacrifice, and provide stimulating opportunities to look at causation and sequencing of events. There will be significant opportunities to ask and answer questions. The children will learn about some of the sources used to document these remarkable journeys, and will be given scope to demonstrate their historical understanding.

**Geography:** This term's learning will centre on **geographical skills and fieldwork**, and on **locational knowledge**. The children will use maps, atlases and globes to name and locate the world's seven continents and five oceans. They will also learn to name, locate and identify characteristics of the UK's countries and capital cities, plus surrounding seas. With the input of our international classmates, the children will also learn to name, locate and identify characteristics of these other countries. Finally, the children will learn to use simple compass directions and locational and directional language to describe mapped routes and features.



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**Art and Design:** This term's unit of work is entitled '**Explore & Draw**'. Here, the children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Taking inspiration from the themes of **seasonal changes** and **natural forms**, the children will use a variety of **medium** - including graphite, water colour and wax resist - and learn about the artists **Rosie James** and **Alice Fox**. They will explore observational drawing and experimental mark making, and think about how they can use composition to enhance their artwork. The exercises and projects in this unit will encourage the children to develop their hand-eye coordination through slow and paced looking. This is balanced by encouraging the children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks and trust their instincts. **Sketchbooks** will be used throughout the term to help children brainstorm, record and reflect.

**Design and Technology:** Our focus in DT will be **mechanisms**, in particular, **wheels and axels**. The children will investigate a range of vehicles and their use before investigating wheels, axels and chassis. The children will then design a vehicle where they can state its use, the materials needed and how they will make it. Once the children have created their vehicle, they will then evaluate the finished product.

**Music:** In music this term the children will continue to focus upon the **pulse**. They will respond to changes in tempo, move to the beat of music and use body percussion to show the pulse. The children will sing a variety of songs focussing on pitch skills and will play four beat rhythms. They will sing a variety of games based upon the 'cuckoo,' interval. The children will also work towards a Christmas performance.

**Miss Briers**

**Religious Education:** This term's key question is '**Who is Jewish and what do they believe?**' The children will have the opportunity to talk about how the mezuzah reminds Jewish people about God. They will talk about Shabbat being the sacred day of the week, and give some examples of what might be done to celebrate it. The children will learn to re-tell stories to show how and why Jewish people observe the festivals of Sukkot, Chanukah or Pesach. Finally, there will be opportunities to ask other questions about belief in God and offer ideas of their own. Throughout the year, the children will also encounter and explore other major celebrations—this term will focus on **Harvest Festival** and **Christmas**.

**Miss Briers**

**PSHE:** The core learning theme this term is **relationships**. The children will learn about **families and friendships** — focussing on making friends, feeling lonely and asking for help; **safe relationships** — focussing on managing secrets, resisting pressure and getting help, and recognising hurtful behaviour; **respecting themselves and others** — focussing on recognising commonality and differences, playing and working cooperatively, and sharing opinions. These studies will be enhanced by our whole-school **character education programme**, providing a systematic approach to character-building. Within this programme, the children will be supported to develop their **learning powers** and **character virtues**.



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**PE:** The PE curriculum aims to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. This term's PE lessons will focus on **tag rugby**, **dance** and **cross country**. **Tag rugby** sessions will aim to achieve the mastery of basic movements including running, jumping, throwing and catching, and the children will begin to apply these in a range of activities. The children will also have the opportunity to participate in team games, developing simple tactics for attacking and defending. In **dance**, the children will develop their fundamental movement skills, linking different ways of travelling to music, with control. They will also develop their imagination, express feelings and share ideas to create short dances. The opportunity to compete in the **whole-school cross-country event** will help build character and embed values, such as perseverance, fairness and respect.

**French:** The children will continue to develop their understanding and knowledge of French by taking part in a range of colourful and immersive lessons from the **Language Angels** scheme. The first unit they will study will be **Les Petites Bêtes (minibeasts)** where the children follow the preparations of ten minibeast characters as they prepare for their school sports day. They will learn the names for ten minibeast creatures and how to understand and follow simple instructions. The unit ends with an animated story of the sports day race. In the second unit, **Dans Ma Ville (In my town)**, The children will learn the vocabulary for 7 key places in a town. They will have the opportunity to also learn a key phrase for each location. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in!