Leonardo V. Academy

Leonardo
V. Academy

Curriculum Leonardo V. Academy

(Grade 2, Year 3)

Framework for the Leonardo V. Academy Curriculum

Grade 2/Year 3 (Key Stage 2)

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Disclaimer

To ensure the very best standards of learning and a quality education for our students, Leonardo V. Academy, aims to offer an up-to-date, comprehensive, unique, as well as a thoroughly modern curriculum. Combining the high level of British academic standards with a forward-thinking, international outlook, our curriculum intends to be innovative and challenging, whilst also being accessible in addition to making a challenging learning environment enjoyable for any student that is already enrolled or is thinking of joining our school.

In keeping with these high academic standards, the Leonardo V. Academy curriculum for Grade 2 has been developed from the following national government and private educational authorities:

- Her Majesty's Government Department for Education
  - https://www.gov.uk/government/organisations/department-for-education
- National Curriculum in England (Primary Education)
  - https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
- Cambridge International Examinations (Primary)
  - http://www.cie.org.uk/programmes-and-qualifications/cambridge-primary/cambridge-primary/curriculum/
- Czech Republic Ministry of Education, Youth and Sports – Framework Educational Programme for Basic Education
  - http://www.msmt.cz/areas-of-work/basic-education-1

Subjects of Study

During Grade 2, students at Leonardo V. Academy focus on the following subjects of study.

* English (5 hours)
* Mathematics (5 hours)
* Science (4 hours)
* Geography (2 hours)
* History (2 hours)
* Information Technology (2 hours)
* Art and Design (2 hours)
* Design Technology (1 hour)
* Music (2 hours)
* Modern Languages (3 hours)
* Physical Education (2 hours)

Each subject is taught in full compliance with the National Curriculum of England.

English (Course Description)

By the beginning of Grade 2, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Grade 2 and increasingly independently by the end of Grade 3.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the Grades 2 and 3 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Grades 2 and 3, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

English (Course Objectives)

Yearly Plan (Course Objectives)

i) Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

ii) Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Using dictionaries to check the meaning of words that they have read
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - Identifying themes and conventions in a wide range of books
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - Discussing words and phrases that capture the reader's interest and imagination
  - Recognizing some different forms of poetry [for example, free verse, narrative poetry]

- Understand what they read, in books they can read independently by:

  - Checking that the text makes sense to them, discussing their understanding and explaining the meanings of words in context
  - Asking questions to improve their understanding of a text
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predicting what might happen from details stated and implied
  - Identifying main ideas drawn from more than one paragraph and summarizing these
  - Identifying how language, structure, and presentation contribute to meaning

- Retrieve and record information from non-fiction

- Participate in discussion about both book that are read to them and those they can read for themselves, taking turns and listening to what others say.

iii) Writing – Transcription:

a) Spelling: (see English Appendix 1)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelled (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

b) Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

iv) Writing – composition:

- Plan writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structures, vocabulary and grammar
  - Discuss and record ideas

- Draft and write by:

  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure (English Appendix 2)
  - Organizing paragraphs around a theme
  - In narratives, creating settings, characters and plot
  - In non-narrative material, using simple or organizational devices [for example, headings and sub-headings]

- Evaluate and edit by:

  - Assessing the effectiveness of their own and others' writing and suggesting improvements
  - Proposing changes to grammar and vocabulary to improved consistency, including the accurate use of pronouns in sentence.

- Proof-reading for spelling and punctuation errors

- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

v) Writing – Vocabulary, Grammar and Punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:

    - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including **when, if, because, although**
    - Using the present perfect form of verbs in contrast to the past tense
    - Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition
    - Using conjunctions, adverbs and prepositions to express time and cause
    - Learning the grammar for grades 2 and 3 in English appendix 2

- Indicate grammatical and other features by:

    - Using commas after fronted adverbials
    - Indicating possession by using the possessive apostrophe with plural nouns
    - Using and punctuating direct speech

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Appendix 1

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Pre-school, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Pre-school and Grade 1, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Grades 2 and 3 and Grades 4 and 5 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1 (grade 1); teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand

some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling: Work for Grade 2

➢ Revision of Grade 1 Work:

- Pay special attention to the rules for adding suffixes.

➢ New Work for Grade 2:

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have	**dis–**: disappoint, disagree, disobey

	negative meanings.	**mis–**: misbehave, mislead, misspell (mis + spell)
	The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**in–**: inactive, incorrect
	Before a root word starting with **l**, **in–** becomes **il**.	illegal, illegible
	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with **r**, **in–** becomes **ir–**.	irregular, irrelevant, irresponsible
	re– means 'again' or 'back'.	**re–**: redo, refresh, return, reappear, redecorate
	sub– means 'under'.	**sub–**: subdivide, subheading, submarine, submerge
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)
	super– means 'above'.	**super–**: supermarket, superman, superstar
	anti– means 'against'.	**anti–**: antiseptic, anti-clockwise, antisocial
	auto– means 'self' or 'own'.	**auto–**: autobiography, autograph
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

	root words. **Exceptions**: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. (4) The words *truly*, *duly*, *wholly*.	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt **–sure**. The ending sounding like /tʃə/ is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.*	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. **–our** is changed to **–or** before **–ous** is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous

	If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word. **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**. **–ssion** is used if the root word ends in **ss** or **–mit**. **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention, intend – intention.* **–cian** is used if the root word ends in **c** or **cs**.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the	girls', boys', babies', children's, men's, mice's

	word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children's*).	(**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Appendix 2: Vocabulary, Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the Glossary.

➢ Grade 2: Detail of content to be introduced

Word	Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple

	past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas (punctuation marks) to **punctuate** direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

- **Grade 2: Word List**

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre/center

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/
although
thought
through
various
weigh

Mathematics (Course Description)

Learners organise their work, check results, and try different approaches. They talk about and explain their work. They use and interpret mathematical symbols and diagrams. They find particular examples that satisfy a general statement. They use place value in numbers up to 1 000 to make approximations. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. They develop further mental strategies for adding and subtracting numbers with at least two digits. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders. They use standard units of length, capacity, mass and time. They classify shapes in various ways. They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts and pictograms.

Mathematics (Course Objectives)

i) Operation and Algebraic Thinking

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

- Use drawings and equations with a symbol for the unknown number to represent the problem.

- Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

- Know addition and subtraction facts for all numbers to 20.

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

- Understand even and odd numbers and recognise these up to at least 20.

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

- Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10 or 100.

ii) Number and Operations in Base Ten

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

- Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units.

Understand the following as special cases:

- 100 can be thought of as a bundle of ten tens — called a "hundred."
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Count within 1000; skip-count by 5s, 10s, and 100s.

- Recite numbers 100 to 200 and beyond.

- Count on and back in ones, tens and hundreds from two- and three-digit numbers.

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

- Read and write numbers to at least 1000.

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

- Compare three-digit numbers, use < and > signs, and find a number in between.

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Add/subtract single-digit numbers to/from three-digit numbers.

Add up to four two-digit numbers using strategies based on place value and properties of operations.

- Add three-digit and two-digit numbers using notes to support.

- Identify simple relationships between numbers, e.g. each number is three more than the number before it.

- Use ordered lists and tables to help solve problems systematically.

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

- Add three-digit and two-digit numbers using notes to support.

- Identify simple relationships between numbers, e.g. each number is three more than the number before it.

Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

- Use ordered lists and table to help solve problems systematically.

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

- Know the following addition and subtraction facts:
  - -multiples of 100 with a total of 1000
  - -multiples of 5 with a total of 100.

- Add and subtract pairs of two digit numbers.

- Add 100 and multiples of 100 to three-digit numbers.

- Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers.

Explain why addition and subtraction strategies work, using place value and the properties of operations.

- Explain a choice of calculation strategy and show how the answer was worked out.

iii) Measurement and Data

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

- Choose and use appropriate units and equipment to estimate, measure and record measurements.

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

- Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.

Estimate lengths using units of inches, feet, centimeters, and metres.

- Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

- Choose and use appropriate units and equipment to estimate, measure and record measurements.

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.

- Use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

- Solve word problems involving measures.

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

- Place a three-digit number on a number line marked off in multiples of 100.

- Place a three-digit number on a number line marked off in multiples of 10.

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock.

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

- Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- Consolidate using money notation.
- Use addition and subtraction facts with a total of 100 to find change.
- Make up a number story to go with a calculation, including in the context of money.

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.

- Use a ruler to draw and measure lines to the nearest centimetre.
- Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

iv) Geometry

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

- Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

- Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers).

Science (Course Description)

The main aim of science teaching in Grade 2 is to enable pupils to broaden their scientific view of the world around them. Pupils will do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. Pupils will be encouraged to ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Pupils in Grade 2 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this date.

With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

Science (Course Objectives)

i) Plants

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Pupils should be taught to:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

ii) Animals and Humans

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.

Pupils should be taught to:

- Recognize that animals obtain food from eating plants or other living things.

- Explain the terms carnivores, herbivores and omnivores and give examples of each
- Identify that humans have skeletons and muscles for support, protection and movement

iii) Rocks

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Pupils should be taught to:

- Compare and group different kinds of rocks on the basis of their simple physical properties
- Describe in simple terms how fossils are formed
- Recognize that soils are made from rocks and organic matter

iv) Light

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Pupils should be taught to:

- Recognize that they need light in order to see things
- Recognize that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognize that shadows are formed when the light from light source is blocked by a solid object
- Find patterns in the way the size of shadows change

v) Forces and Magnets

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).

Pupils should be taught to:

- Compare how things move on different surfaces
- Notice that some forces can act at distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group a variety of everyday materials on basis of whether they are attracted to a magnet
- Identify some magnetic materials

Geography (Course Description)

In Grade 2, a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography (Course Objectives)

i) Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

ii) Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

iii) Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

iv) Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History (Course Description)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History (Course Objectives)

i) Pre-Roman Britain

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

This could include:

a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
b. *Bronze Age religion, technology and travel, for example, Stonehenge*
c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

ii) Roman Britain

Pupils should be taught about the Roman empire and its impact on Britain

This could include:

a. *Julius Caesar's attempted invasion in 55-54 BC*
b. *the Roman Empire by AD 42 and the power of its army*
c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
d. *British resistance, for example, Boudica*
e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

iii) Anglo-Saxons & Scots

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
b. *Scots invasions from Ireland to north Britain (now Scotland)*
c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
d. *Anglo-Saxon art and culture*
e. *Christian conversion – Canterbury, Iona and Lindisfarne*

iv) Anglo-Saxons & Vikings

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

a. *Viking raids and invasion*
b. *resistance by Alfred the Great and Athelstan, first king of England*
c. *further Viking invasions and Danegeld*
d. *Anglo-Saxon laws and justice*
e. *Edward the Confessor and his death in 1066*

v) Local History

Pupils should be taught about an aspect of local history

For example:

a. *a depth study linked to one of the British areas of study listed above*
b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

vi) Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

a. *the changing power of monarchs using case studies such as John, Anne and Victoria*
b. *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*

d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

vii) Ancient Civilizations

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

a. Ancient Sumer;
b. The Indus Valley;
c. Ancient Egypt; or
d. The Shang Dynasty of Ancient China

viii) Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

ix) Non-European Study

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

a. early Islamic civilization, including a study of Baghdad c. AD 900;
b. Mayan civilization c. AD 900; or
c. Benin (West Africa) c. AD 900-1300

Information Technology (Course Description)

Information and Communication Technology (ICT) course for Grade 2 continues with the building up of the foundational ICT knowledge and skills that make student comfortable on using the computer. It covers the basic computer operations such as the copy-pasting, saving of files in own folder, arranging files with folder, utilizing operating system's basic functionalities, basics in word processing, searching with keywords, and online safety awareness among others.

Information Technology (Course Objectives)

In Grade 2 ICT, the students are expected to:

1. Demonstrate ability to change font, size, color, style and insert various graphics to assist in the writing process.

2. Work independently and/or collaboratively in a group to produce a digital presentation.

3. Illustrate and communicate original ideas and stories using digital tools and media rich resources.

4. Use a variety of software to create multimedia projects that include audio and/or video files.

5. Create, explore and organize information in graphic organizers.

6. Use educational databases and pre-selected websites to identify, research and collect information on a topic.

7. Demonstrate the ability to navigate in virtual environments such as web sites, online testing, electronic books and/or simulation software.

8. Login into the network and open and close applications independently.

9. Communicate about technology using developmentally appropriate and accurate terminology.

10. Demonstrate the safe and cooperative use of technology.

Skills developed

Learners should learn to:

1. How to make step-wise thinking?

- Break down an activity into a list of main steps.
- Identify the detailed steps of every main step.
- Give the various tasks of an activity, identify the sequence of tasks.

2. Construct a program with a set of instructions. (Scratch)
   - Use commands of motion, pen and sound blocks
   - Write a script(program) using drag and drop of graphic blocks
   - Execute the script and view the result in the stage area

3. Exercise while using computers
   - Exercise for wrists, neck, eyes and spine.

4. Control instructions in a program
   - Construct a program by using instructions of control block
   - Changing background of a program

5. Edit text
   - Format text:
     - Bold, Italics, Underline
     - Changing font type, size and color

1. REVISION OF LEVEL 2

- Uses of a Computer
- Drawing pictures
- Writing letters
- Playing games
- Adding numbers
- Watching movies and cartoons
- Listening to music
- Parts of a computer
- CPU
- Monitor
- Keyboard
- Mouse
- Paint activity
  - New, Shapes, Brushes, Eraser, Save, Quit
- Dos and Don'ts
  - Be safe
  - Be gentle
  - Keep clean
  - Keep correct posture
- Windows
- Close and Minimize a window

- Taskbar
- Title bar
- Wallpaper

Prior knowledge	New words	
• Preschool knowledge		

2. STEP-WISE THINKING

- List the various steps of an activity.
- Identify the main steps of the activity.
- List the detailed steps under each main step of the activity.
- Realize that in some activities the sequence or order of the steps cannot be changed.
- Realize that in some activities the sequence of the steps can be interchanged.

3. INTRODUCTION TO A PROGRAMMING LANGUAGE (Scratch)

- What we call step by step instructions, is called programming in computer language.
- Describe the functions of a programming language.
- Learning a few words of language to communicate in the new region, learning the language of the computer.
    - There are several programming language
    - Scratch which is going to be learned is one of them
- What would happen if the sub-folders were not used and all the contents were placed in a single folder?"

Prior knowledge	New words	
• Step-wise thinking. • Use mouse properly.	• Blocks palette • Sprite rotation style • Menu tab	• Script area

4. EXERCISES WHILE USING COMPUTERS

- A healthy lifestyle can help you perform and enjoy your everyday activities, including the time spent at your computer.

- Minimize eye strain:

- Blinking and looking away from the monitor need to be done frequently.
- Take eye-breaks every 10 minutes, by looking away from the screen and into the distance.
- Remember to clean your screen. If you wear glasses, clean them also.
- If you cannot read the text easily, increase the font size of your text, instead of going closer to the monitor.
- Do the eye exercises regularly to avoid strain on the eyes and to have good eyesight?

- Rotational viewing
  - Sit on the floor with your legs straight.
  - Place the left hand on the left knee.
  - Hold the right fist above the right leg with the right thumb pointing upwards and the elbow straight.
  - Make a large circular movement with the right arm to the right, then upward, curving to the left, and finally returning to the starting position.
  - Perform five times clockwise and then five times anti-clockwise.
  - Repeat steps 3-5 with the left thumb.
  - Keep the head and spine straight throughout.
  - Finally, close and rest the eyes.

Prior knowledge	New words	
▪ Dos and Don'ts with a computer ▪ Computer and health	•	•

5. SIMPLE ANIMATION WITH A PROGRAM (Scratch)

- Use instructions under control block
  - Control block has the instructions to control the animation
- Change the background of the stage

Prior knowledge	New words	
• Introduction to Scratch	•	•

6. EDITING TEXT

- Importance of choosing font carefully
  - Chose a font which is clear and easy to read

- Using different font types, sizes, styles and colors
  - Selecting a different font is called changing the font type
  - Some of the commonly used fonts are:

    - Times New Roman
    - Arial
    - Calibri

- Use larger font to:

  - catch the attention of the reader
  - point which text is important

Prior knowledge	New words	
▪ Basic features of Text Editor	• Underline • Italic	• Font type • Font size • Font color

Art & Design (Course Description)

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Building on what was taught during the Key Stage 1 years, in Grade 2 students should pursue and be taught how to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should also be taught to: create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; and about great artists, architects and designers in history.

Art & Design (Course Objectives)

i) Elements of Art

- Lines
- Shapes
- Colours
- Forms, including 3D cardboard form
- Value
- Texture
- Space

ii) Expressionist Artists

- Technique
- Water colour
- Collage technique
- Pastel technique
- Sculpture: clay and recycled materials
- Ceramic
- Pottery
- Objects
- Painting
- After fire modelling

iii) Seasonal Projects

- Easter
- Christmas
- Book cover and design

iv) Colour Wheel

- Mixing Colours
- White/black
- Shading shapes

v) Art Style

- Still life
- Portrait
- Landscapes

vi) Mask Project

- Sculpting and designing
- Partner and individual assignments
- Landscapes

Design Technology (Course Description)

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design Technology (Course Objectives)

i) Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

ii) Make

- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

iii) Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

iv) Technological Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products
- Understand and use electrical systems in their products

- Apply their understanding of computing to programme, monitor and control their products.

Music (Course Description)

Grade 2 (Year 3) represents the beginning of Key Stage 2 music study in the school. Greater emphasis is given to improving skills associated with playing a musical instrument, solo and as a group, as well as developing confidence in improvising and composing short pieces of original music.

Using what was learned in KS1, pupils at the start of KS2 will expand upon this knowledge and be exposed to more complicated variations of past topics: elements, notations, plus listening and understanding. In addition to this, to expand a student's general understanding of music, Grade 2 classes will be introduced to an expanded array of musical genres and types, as well as more complicated musical terms and concepts.

Beginning in Grade 2, an increased emphasis will also be placed upon developing an understanding of the history of music.

Music (Course Objectives)

i) Elements of Music

a) Elements

Pupils will be taught to sing and play music with increasing confidence and control. Improving on the skills developed in KS1, they will develop an understanding of musical composition, as well as the ability to organize and manipulate ideas within musical structures. Following Grade 2, students will better able to:

- Recognise a steady beat, move to a beat and, developing from the previous year of study, how to play a steady beat
- Move responsively to music (marching, walking, hopping, swaying, and dancing)
- Recognise the difference between familiar, as well as new short and long sounds
- Discriminate between fast and slow paces of music, with the addition of understanding how music can gradually decrease in speed and also go faster
- Discriminate between differences in pitch: high and low
- Discriminate between loud and soft, gradually increasing and decreasing volume
- Understand that melody can move up and down
- Hum the melody while listening to a wide variety of music
- Echo short rhythms and melodic patterns
- Sing unaccompanied, accompanied, and in unison as part of a group
- Recognise verse and refrain
- Play simple rhythms and melodies on different instruments

b) Notation

Students will develop their music vocabulary, through reviewing and expanding upon the following notations:

- Whole note
- Dotted half note
- Half note
- Quarter note
- Whole, half, and quarter rest
- Staff, treble clef (G clef)
- Names of the notes in spaces (FACE), on lines (EGBDF)

ii) Listening and Understanding

Children will be exposed to a wide range of music, including children's music, instrumental music, and music from many different and varied cultures.

a) Different Kinds of Music

Students will study and understand the differences between the following genres of music:

- Folk Music
  - Music that originates in traditional popular culture or that is written in such a style. Folk music is typically of unknown authorship and is transmitted orally from generation to generation.
- Classical Music
  - Art music rooted in the traditions of Western music.
- Patriotic Music:

- Melodies with stories behind them, describing the heritage of many different countries. A combination of hymns, national songs, and poetry.

b) Musical Terms and Concepts

Conductor and the Orchestra:

- Review families of instruments: string, brass, woodwinds, percussion
- Become familiar with basic instruments, such as violin, double bass, flute, guitar, harp, trumpet, French horn, piano
- Become familiar with numerous percussion instruments (drum, triangle, claves, wood block, xylophone, boom-whackers…)

Listening activities:

- V. Williams – March past of the kitchen utensils
- W. A. Mozart – Rondo Alla Turca
- P.I. Tchaikovsky – Swan Lake
- S. Prokofiev – Peter and the Wolf
- Exploring and developing musical ideas when performing.
- Students will have the chance to organize themselves and show personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement.

Modern Language (Course Description)

In Grade 2, students will study the following example topics: basic greetings; school; numbers; how old are you? -; animals; what is it? -; actions; toys; Christmas; what do you like? -; what can you do? -; what are you doing today? - ; what are you doing at breakfast? -; what day is it? -; favourite colours; and where are you?

At Meridian International School, our students have the option of studying a choice of modern languages. For Czech citizens, Grade 2 students will follow a curriculum that closely follows the Czech national curriculum, whereas non-native Czech speakers will follow a curriculum that is based on methodologies that closely follow a standard European framework.

Additionally, our students have the option of studying French, following a curriculum that adheres strictly to the standards of the National Curriculum of England.

Teaching should build on the foundations of language learning laid at Key Stage 1, whether pupils continue with the same language or take up a new one. Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Modern Language (Course Objectives)

i) Specific Content and Topics

- Basic greetings
- School
- Numbers
- How old are you?
- Animals
- What is it?
- Actions
- Toys
- Christmas
- What do you like?
- What can you do?
- What are you doing today?
- What are you doing at breakfast?
- What day is it?
- Favourite colours
- Where are you?

ii) Listening & Comprehension

- Listen attentively to spoken language and show understanding by joining in and responding

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

iii) Speaking

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

iv) Reading & Comprehension

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

v) Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and

neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Physical Education (Course Description)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

During Grade 2 students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical Education (Course Objectives)

i) Sport & Games

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ii) Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

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Modern Languages

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