

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 2
Curriculum
2017 - 18

Year 2– Long Term Plan 2017-18 Toni Beaucage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic ideas</u>	We are what we eat	Buildings	Time Travellers	The Great Fire of London	Media Magic	The circus is coming to town
Literacy	Fiction and poetry Composing and performing poetry	Stories by new/different authors Information Text. links to IPC	Traditional Tales from different cultures Real life stories - links to topic	Traditional Tales from different cultures continued Instruction writing	Longer stories Non chronological reports	Longer stories continued Non fiction
Literacy 2	Following Cambridge EAL planning for year 2, for some children. Following Cambridge Global English for year 2.					
Numeracy	Following the Numeracy framework from Cambridge Primary maths. Counting partitioning and calculating. Securing number facts and understanding shape. Handling data and measure. Calculating, measuring and understanding shape. Securing number facts, relationships and calculating. These areas should be covered each term.					
	<ul style="list-style-type: none"> - Number and Problem Solving - Counting, recognising and writing numbers to 100 and beyond Geometry and Problem Solving <ul style="list-style-type: none"> - 2D and 3D shapes and patterns Measure and Problem Solving measuring length, measuring and estimating capacity, money and time, comparing weight recalling number facts- doubles, bonds to 20/100- ongoing times tables	Number and Problem Solving <ul style="list-style-type: none"> - odd and even numbers, combining and taking away. ordering numbers Handling data and Problem Solving <ul style="list-style-type: none"> - sorting data into groups, pictograms and venn diagrams.. Measure and Problem Solving <ul style="list-style-type: none"> - money, ordering length and weight, non standard measures of capacity, minutes, days and months recalling number facts- doubles, bonds to 20/100- ongoing times tables multiplication and division	Number and Problem Solving <ul style="list-style-type: none"> - counting in tens, counting on and back on a number line, doubles and halves, number patterns. Handling data and Problem Solving <ul style="list-style-type: none"> - collecting and presenting data, Carroll diagrams, sorting data. Measure and Problem Solving <ul style="list-style-type: none"> - money, comparing length and weight, solving capacity problems, telling the time, months of the year. recalling number facts- doubles, bonds to 20/100- ongoing times tables multiplication and division			
Science	Plants and animals in our environment- links with topic Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there Understand ways to care for the environment Observe and talk about their observation of the weather, recording reports of weather data	The Earth and beyond • Explore how the sun appears to move during the day and how shadows change. Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch The Solar system- creating 3D models/role play	Light and dark Identify different light sources including the sun. Know that darkness is the absence of light. Be able to identify shadows	Electricity• Recognise the components of simple circuits involving cells (batteries). Know how a switch can be used to break a circuit.	water for Life How water helps plants to grow How water can change, from a solid to a liquid to a gas How much water we need to drink to stay fit and healthy Why it is important to wash our hands to keep them clean Explore and describe the way some water changes when they are heated or cooled The water cycle	Uses of everyday material Changing materials- links with topic Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching. Recognise that some materials can dissolve in water. Material properties • Recognise some types of rocks and the uses of different rocks. Know that some materials occur naturally and others are man-made.
History	Which foods did our families make traditionally? looking at our recent past. Sharing ideas and learn about the past from a range of sources what did the first humans on earth eat? Food of our ancestors- designing menu of past	Constructing a timeline of houses from past to present comparing old and new buildings comparing materials in past and present Identify similarities and differences between ways of life in different periods	Constructing a timeline of historical periods- e.g. stone age, The Egyptians, Romans, first flight etc. Exploring significant events in our own lives- Tour guide/leaflet for local area role playing times of the past Significant events in Spain Inventors	Learn about events beyond living memory Understand where the people and events fit within a chronological framework Ask and answer questions, choosing and using parts of stories and other sources to show that	Inventors continued- famous communications inventions how communication has changed through the ages communication of the future the lives of significant individuals in the past who have contributed to national and international	what circuses were like in the past about some of the people who made circuses famous how circuses have changed over the years Roman gladiators

	comparing diet from past to present		History detectives guide book	they know and understand key features of events researching and constructing a time line of events of the fire London in the 1600s Samuel Pepy's diary	achievements. Some should be used to compare aspects of life in different periods	
Geography	Locating where foods come from on a world map exploring seasonal changes weather and how it affects food growth- hot, dry, wet and cold climates menus from around the world	Buildings and houses around the world locating countries on a map exploring reasons that people live in different types of buildings advertisements for selling houses from another country Researching landmarks from around the world	Festivals around the world writing postcards locating countries and events on a map name and locate the world's seven continents and five oceans	Where is london? Famous landmarks of london Maps of Pudding Lane- comparing old and new use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	other languages that we can learn to speak different greetings around the world creating scenes from around the world for a movie sound map of the school and local area creating news stories about world events- literacy links	how to draw maps and plans of a circus how to use maps and atlases to find out about the countries some circus animals come from circuses around the world
Art and DT	To collect a variety of visually interesting objects. To study the work of famous artists and recreate their art work Guiseppe Acrimiboldo creating faces from fruit and veg using a range of materials Still life Comparing and designing menus creating a magazine advert- ICT links Designing and making food packaging evaluating	Observational drawings of local buildings comparing shape and size interior decorating- designing a decorating a model room aplique pictures using materials and different textured paper using clay exploring different architects and recreating scale models of their works Creating collages	Famous artist throughout history exploring different materials Designing tour guides of local arae sculpture works of Joan Miro about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Designimng and creating tudor houses using boxes, lollisticks and tissue paper 3D models 2D collages artist who paint Fire- theme to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	designing costumes for characters communicating mood and feeling through painting sculpture art and its influences in the media Andy Warhol to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	how to draw faces and understand expressions about the work of artists who have painted pictures about the circus designing and making our own circus puppets designing and constructing a tent fo a soft toy to use a range of materials creatively to design and make products
Music	Family traditional music 'flamenco' comparison to modern day. Music box yr 2 Exploring dictation. long and short sounds. Tingo Layo rhytms, study rhythm and pitch.	Music box yr 2 Exploring pulse and rhythm. Kye Kye Kule. study rhythm and beat.	Music box yr 2. Exploring pitch. What's in a noise? Jazzyquacks. Music show. Study group dynamics.	Music box yr 2. Exploring instruments and symbals. Wood, metal ,skin. Study conducting. Cartoon strip music.	Music box yr 2Exploring tibre, tempo and dynamics. Study weather music, rain and sun fun.	Is there a sound under the sea? Music box yr 2 Study re cap exploring all sounds. sunrise sounds.
Computing	We Are Astronauts Programing On Screen Expectations Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs. Curriculum References Understand what algorithms are; how they are implemented as programs on digital devices; and that	We Are Games Testers Exploring How Computer Games Work Expectations Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do. Test these predictions. Think critically about computer games and their use. Be aware of how to use games safely and in balance with other activities.	We Are Photographers Taking Better Photos Expectations Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photographs. Review and reject or rate the images they take. Edit and enhance their photographs. Select their best images to include in a shared portfolio.	We Are Researchers Researching A Topic Expectations Develop collaboration skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation Curriculum References Use technology purposefully to create, organise, store, manipulate	We Are Detectives Collecting Clues Expectations Understand that email can be used to communicate. Develop skills in opening, composing and sending emails. Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails. Develop skills in editing and formatting text in emails. Be aware of online safety issues when using email.	We Are Zoolgists Collecting data about bugs Expectations Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map. Curriculum References

	<p>programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Resources Scratch, Purple Mash coding Bee-Bot</p>	<p>Curriculum References Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Resources Scratch, Purple Mash Screencast-o-matic, web-based or open source games, Light-bot</p>	<p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Drawing / Photo editors, Paint Digital Cameras / Tablets</p>	<p>and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Custom Search, Chrome, Google Mindmap apps, Google Docs</p>	<p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Gmail, Google Sheets, Audio player</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Sheets, Google My Maps/ Google Earth</p>
PE	<p>Throwing and Catching: Inventing Individual Games</p> <p>Develop throwing and catching skills using range of apparatus (shapes, weight, texture)</p> <p>Throw, catch and bounce in different way</p> <p>Throwing and catching stationary and on the move</p> <p>Make up games using throw catch and bounce</p> <p>Understanding "beat your own record".</p>	<p>Making Up Games With A Partner Aiming, Hitting, Kicking</p> <p>Repeat and link combination of skills into games</p> <p>Improve the co-ordination, control and consistency of their actions</p> <p>Use a variety of simple tactics</p> <p>Observe, play and improve another person's game!</p>	<p>Dribbling, Kicking and Hitting</p> <p>Develop new skills specific to invasion games</p> <p>Apply basic tactics and strategies for attacking play</p> <p>Work co-operatively as a team</p> <p>To observe and select information to evaluate other performance</p>	<p>Group game and inventing rules</p> <p>Develop and extend sending and receiving skills</p> <p>To invent rules for game</p> <p>Develop simple tactics</p> <p>Move actively and safely in space</p>	<p>Movement and dance, yoga. To us various media, music and art, to create individual and group compositions. To be able to reflect and improve work.</p>	<p>Movement and dance, yoga. To us various media, music and art, to create individual and group compositions. To be able to reflect and improve work.</p>
PSHE (Y2 activities)	<p>Readiness- class charter to be referred to continuously</p> <p>Health- links to topic</p> <p>healthy eating/how diet affects performance/keeping fit/exercise/ rest and sleeping</p> <p>Responding-</p> <p>thinking/eye contact/answering questions/participating in discussion</p> <p>Being prepared-</p>	<p>Respect- class charter to be referred to continuously</p> <p>Respecting others-</p> <p>how to show respect(adults, peers, animals)</p> <p>Children's Rights-</p> <p>UNICEF</p> <p>Role Models-</p> <p>what is a role mode/people we know/ famous role models/heroes</p>	<p>Responsibilities- class charter to be referred to continuously</p> <p>Responsible citizen-</p> <p>police or fire fighter visit/</p> <p>Helping others-</p> <p>each other/elderly/people less fortunate</p> <p>E-Safety- with Mr Ives</p> <p>Personal safety-</p>	<p>Resilience- class charter to be referred to continuously</p> <p>Reflectiveness-</p> <p>personal targets/success criteria/improving learning/identifying strengths and weaknesses</p> <p>Motivation-</p> <p>self motivation/motivating others</p> <p>Risk taking-</p>	<p>Relationships- class charter to be referred to continuously</p> <p>Feelings-</p> <p>empathy</p> <p>Growing up-</p> <p>changes in us and relationships</p> <p>Friends and family-</p> <p>dealing with conflict</p> <p>Cooperation and Teamwork-</p>	.

	<p>completing home learning/the importance of reading/establishing good routines</p> <p>JUST SAY YES!</p> <p>trying new things/we learn from mistakes/try again/never give up/encourage and support each other</p>	<p>self awareness-</p> <p>respecting yourself/being proud/be the best that you can be/presentation</p> <p>Good manners-</p> <p>please and thank you/table manners</p>	<p>road safety/cycle/safety/water safety/stranger danger</p> <p>Attitude-</p> <p>developing a strong work ethic/behaviour towards each other</p>	<p>challenging yourself/learning from mistakes</p> <p>Critical thinking-</p> <p>games</p>	<p>games and challenges</p>	
Opportunities for Visits	visiting a local restaurant -topic	Visit to unusual or historical buildings	Science museum.		TBC	Visit to the circus

Year 2- Long Term Plan 2016-17 M^a Carmen

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Lengua</u> <u>(Spanish)</u>	<p>Unidad 0: Palabras con m, p, l, vocales. Expresión oral: el verano. Campos semánticos: el colegio.</p> <p>Unidad 1: Comentamos el cuento: Alí babá y los cuarenta ladrones. Aprendemos una poesía: La mariposa de Federico García Lorca. Palabras con s, t, d, n. Determinantes: el, la, los, las. El menú del colegio</p> <p>Unidad 2 Comentamos el cuento: El lobo y las corderos. Aprendemos la poesía: Paisaje de Federico G.L. Campos semánticos: paisajes. Taller de lectura/lecturas compartidas. Palabras con f, r, h, c/qu. Dictado de sílabas y palabras. Determinantes: Un, una, unos, unas.</p>	<p>Unidad 3 Comentamos el cuento: ¿Dónde está el ratón Pérez? Aprendemos la poesía: Los ratones de Lope de Vega. Campos semánticos: animales. Palabras con g/gu, r suave, b y v. El sustantivo.</p> <p>Unidad 4 Comentamos el cuento: El misterio del terremoto. Aprendemos la poesía: Dibujar una casita de Gloria Fuertes. Campos semánticos: La casa Palabras con z/c, j/g, ll y ñ. El adjetivo (cualidades).</p> <p>Unidad 5 Comentamos el cuento: Terremoto (o terrepino) Aprendemos la poesía: En mi cara redondita de Gloria Fuertes. Campos semánticos: nuestro cuerpo Palabras con y, ch, x, k y w. La diéresis. Escribir la carta a los reyes magos El adjetivo (estados)</p>	<p>Unidad 6 Adivina, adivinanza (milhojas1) Aprendemos un trabalenguas Palabras con pr, pl, br, bl. Enumeraciones Palabras con r Los villancicos</p> <p>Unidad 7 Comentamos el cuento: El ser más fuerte Aprendemos la poesía: Agua, dónde vas Campos semánticos: el agua Palabras con cr, cl, gr, gl. Escribir un cartel publicitario Palabras con ca, co, cu, que, qui</p> <p>Unidad 8 Comentamos el cuento: Las manualidades de Melquiades Aprendemos la poesía: Canción tonta de FGL Campos semánticos: las plantas Palabras con fr, fl, tr, dr. Describir una planta El sustantivo: masculino y femenino Palabras con ga, go, gu, gue, gui, güe, güi</p>	<p>Unidad 9 Comentamos La lectura: El poeta Miguel Hernández. Aprendemos la poesía: Poemas de Miguel Hernández Hacer un comic Escritura de oraciones Dictado de oraciones simples y palabras El sustantivo: singular y plural Palabras con za, zo, zu, ce, ci</p> <p>Unidad 10 Comentamos la lectura ¿Qué prefieres? Aprendemos la poesía: El lagarto está llorando de FGL Campos semánticos: reptiles Narrar escenas El verbo Palabras con mayúscula</p>	<p>Unidad 11 Jugamos a pinto, pinto, una dola...etc. Aprendemos la poesía: La pata mete la pata de GF Escribir las instrucciones de uso de un objeto. El verbo: singular y plural Uso de la mayúscula</p> <p>Unidad 12 Veo veo Aprendemos la poesía: El sapo verde de CG Escribir una invitación El verbo: presente, pasado, futuro Palabras con mb</p> <p>Unidad 13 Aprendemos a describir personas. Aprendemos la poesía: Doña Pitu Piturra de GF Escribir comparaciones El sujeto Palabras con mp</p>	<p>Unidad 14 Aprendemos a describir animales. Aprendemos la poesía: La Tarara de FGL. Campos semánticos: telaraña de palabras Escritura de poemas El predicado verbal Palabras con br, bl</p> <p>Unidad 15 Aprendemos a describir cosas. Aprendemos la poesía: el dentista en la selva de GF. Escritura de cuentos El predicado nominal Los signos de interrogación</p>
<u>Cultura</u> <u>Española</u>	<p>Unidad 0 Mis compañeros La clase de Year 2 Así es el colegio Explicar cómo es la clase Habilidades sociales y de comunicación:</p> <p>Unidad 1 Tenemos una familia Vivimos en una casa La casa por dentro Completar un plano de la casa Habilidades sociales y de comunicación</p>	<p>Unidad 2 La Navidad Los villancicos Investigar sobre una costumbre navideña Habilidades sociales y de comunicación</p>	<p>Unidad 3 La calle donde vivo Mi barrio Conocemos las normas viales Respetar las normas del parque Habilidades sociales y de comunicación</p> <p>Unidad 4 Los pueblos y las ciudades La vida en los pueblos La vida en las ciudades Reconocer las necesidades de una localidad Habilidades sociales y de comunicación</p>	<p>Unidad 5 Distintos tipos de vehículos Los medios de transporte Los medios de comunicación Saber usar el autobús Habilidades sociales y de comunicación</p>	<p>Unidad 6 El aire está en todas partes Cómo es el agua El agua en la naturaleza Construir un molinillo de viento Habilidades sociales y de comunicación</p> <p>Unidad 7 Qué tiempo hace Las cuatro estaciones El paisaje cambia Observar qué tiempo hace Habilidades sociales y de comunicación</p>	<p>Unidad 8 La tierra y el sol El día y la noche La luna y las estrellas El calendario Aprender a utilizar la agenda Habilidades sociales y de comunicación</p>