

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 2

Curriculum

2016 - 17

Year 2- Long Term Plan 2016-17 Aine McIvor

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic ideas</u>	Families and neighbours focus on outdoor learning.	Toys and games	Space	Changes and Inventions	Get cooking food and farming.	Oceans and seas
Literacy	Stories with familiar settings. To enjoy, discuss and share opinions of books they read together. To find and discuss new and interesting words in their reading. To read and respond to questioning words. To begin to develop inferential skills. To evaluate books. To write a story with a planned structure; characters and setting.	Following instructions using texts talk and drama. To be familiar with a variety of spoken and written instructions for learning. To be able to read and follow instructions. To write instructions with appropriate features for the text type. Read and improve writing. Poetry to perform.	Different stories from the same author. To develop awareness of the skills of the author including connectives to link sentences; looking at choice of vocabulary; looking at how time is signalled. To retell stories using language from the original text to ensure a good story structure and: show awareness of their audience by including relevant details; Children to express their ideas	Explanation texts To find information quickly and interpret the information they have. To give oral explanations To make simple notes. To know how to use a dictionary. To write an explanation based on those that they have read.	Traditional tales To enjoy, discuss and share opinions of books they read together To evaluate books. To read and respond to questioning words. To begin to develop inferential skills. To write reviews	Information texts Reports To find answers to questions and present them orally. To know how to use non-chronological texts to find information To write an information text linked to our topic.
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 to ten, playing with ten, counting over ten, estimating, counting beyond 20 Geometry and Problem Solving - 2D and 3D shapes and patterns Measure and Problem Solving measuring length, measuring and estimating capacity, money and time, comparing weight - 		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 		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. 	
Science	Plants and animals in our environment <ul style="list-style-type: none"> • 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. Secondary sources can be used. • Observe and talk about their observation of the weather, recording reports of weather data. 	Electricity <ul style="list-style-type: none"> • Recognise the components of simple circuits involving cells (batteries). • Know how a switch can be used to break a circuit. 	Space day and night <ul style="list-style-type: none"> • 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. 	Changing materials <ul style="list-style-type: none"> • Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching. • Explore and describe the way some everyday materials change when they are heated or cooled. • Recognise that some materials can dissolve in water. 	Light and dark <ul style="list-style-type: none"> Growing things. • Identify different light sources including the sun. • Know that darkness is the absence of light. • Be able to identify shadows. 	Rocks. <ul style="list-style-type: none"> • Recognise some types of rocks and the uses of different rocks. • Know that some materials occur naturally and others are man-made. Investigate to discover waterproof materials

<p>History</p>	<p>Family and local history, trip to local community. beach trip to reinforce literacy work on settings. Develop an awareness of the past. Finding information using photo's as evidence from the past and family relationships. Can identify where local festivals are. Know/find out about the origins of festivals Know/find out about the local history of work</p>	<p>Where do toys and games come from historically? Learn about toys and games from the past. Learn about the past from a range of sources. Ask and answer questions about the past. Identify differences between ways of life at different times. Identify the features of toys which make them old or new.</p>	<p>Who is famous historically for time and space? Look at the part science has played in these historic events. Recognise why people sent animals into space and what happened as a result. Ask & answer questions from the past. Select from knowledge of history and communicate it in diff ways. Discuss the spacerace and who were the first people into space</p>	<p>Disucss new inventions and how things are different from when their grandparents were younger Look at a selection of inventors and their lives eg, Alexander Graham Bell, Thomas Edison</p>	<p>Which foods did our families make traditionally? looking at our recent past. Sharing ideas and learn about the past from a range of sources.</p>	<p>Learn about the past from a range of sources. Ask and answer questions about the past. Select from knowledge of history and communicate it in diff ways. Discuss Cpt. Cook and what he did</p>
<p>Geography</p>	<p>Where are we all from, local geography, fact finding and comparisons to other places? Ask geographical questions. Use geog vocab, e.g. colder, warmer, temperate; use globes/maps. Identify & describe where places are. Recognise how places compare with other places. To identify landmarks using simple maps.</p>	<p>Where in the world are our toys from? Locating countries where certain games have originated. Use maps and globes. Identify and describe where places are on a map/globe.</p>	<p>Using globe/atlas to study time differences. To identify landmarks using simple maps.</p>	<p>Using maps or globes discuss ways to travel to other places and locations</p>	<p>Where does this food come from? Understand that food comes from diff countries. Und that Spain is made up of diff regions and that these have different foods and meals. Using family gardens and local area. Comparisons. Study gardens in overseas locality & compare with school locality</p>	<p>Which seas are around us? using atl and ICT links to find out about local seas. Use maps and globes. Identify and describe where places are on a map/globe. Look at pictures of under the sea and undersea explorers</p>
<p>D&T</p>		<p>Designing and making toys and circuits. Investigate how a Mancala board is made in preparation for own pebble game design. 1a Generate ideas by drawing on their own experience. 3a Talk about own ideas, saying what they like and dislike</p>	<p>Look at scientific developments in space travel Design & make assignments using a range of materials. Explore the 'pushes' that are needed to get a rocket into space. 2c Recognise that when things speed up, slow down or change direction, there is a cause.</p>	<p>Design a plan for an invention of their own creating Look at sketches from inventors and create sketches similar</p>	<p>Designing packaging To take apart various packaging to see how it is assembled. Design packaging for a healthy snack or biscuits. Evaluate how well they work.</p>	
<p>Art</p>	<p>Responding to natural and man made objects. Sketching techs. To collect a variety of visually interesting objects. To study the work of famous artists and recreate their art work eg. Munch To record from first-hand observation and experien and explore ideas</p>	<p>Colour mixing and blending. Using water colours to create a painting in the style of Monet. Focus on light and shadows.</p>	<p>Moving into 3D art using textile ideas and printing. 3D Garden design/ Space design Collaborate on a 3-D project. Focused practical tasks that develop a range of skills/techniques Create their own inventions using a variety of materials</p>		<p>Textiles geometric patterns on tiles. Traditional focus to identify shapes and patterns that repeat themselves. To recreate an example.</p>	<p>To study and artist from a selection to create a simple portfolio including artwork in a similar stlye. To create under the sea freeze frame of the Great Barrier Reef</p>

Music	Family traditional music 'flamenco' comparison to modern day. Music box yr 2 Exploring dictation. long and short sounds. Tingo Layo rhythms, 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 symbols. Wood, metal, skin. Study conducting. Cartoon strip music.	Music box yr 2 Exploring timbre, 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.
ICT	Keyboard skills, Key idea, fact finding, 'simple toolkit' for drawing. Paint and draw graphics. WP and keyboard skills. Using digital camera. Use technology safely and respectfully	Following instructions to find and make. key idea: that machines and devices must be controlled and can be by sequencing. Use technology safely and respectfully	Locating information/ science links. key idea: controlled searches to use for topic. Create and store information. Use technology safely and respectfully	Information systems CD/software art: using digital images of plants to make a simple explanation card. learning to correct mistakes. Use technology safely and respectfully	Control (editing) and information handling. learning to correct mistakes. Use technology safely and respectfully	Finding information to create and organise a text. Use technology safely and respectfully
PE	Yoga and movement to music. Ball skilled games. To develop skills of throwing under and over arm. Develop skill of catching the ball, fielding, teamwork. Understanding of fitness and health for all units.	Gymnastics and yoga. Parachute. to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control. To choose, use and vary simple compositional ideas in the sequences they create and perform. Safety with equipment.	Striking and fielding. yoga To develop skills in using different batting and fielding techniques. Working as part of a team while making decisions.	Invasion games and yoga. Selecting and applying skills, tactics and compositional ideas To improve their ability to choose and use simple tactics and strategies Understanding of fitness and health	Movement and dance, yoga. To use various media, music and art, to create individual and group compositions. To be able to reflect and improve work.	Athletics and yoga. To practice a variety of athletics, independently, with a friend or in a group situation. focus on team work.
PSHE (Y2 activities)	New beginnings Knowing that I belong to a community, feeling safe, establishing classroom rules, awareness of strengths, managing feelings. know some ways to solve a problem.	Getting on and falling out. Being a good friend, seeing someone else's viewpoint, working in a group, managing angry feelings, resolving conflicts.	Say no to bullying. Setting realistic goals and thinking how to achieve them, how to deal with distractions, finishing tasks, overcoming frustration or boredom.	Going for goals good to be me. Talking about myself and understanding my feelings, using words to describe my feelings, learning ways to relax, solving problems	Good to be me/ relationships. Know the people that are important to me, managing jealousy, feeling proud sharing. understanding the feelings of others	Relationships and changes. Talk about how I have changed over the year and things that have happened to me, talk about things that might happen to me in the future, know that some changes are hard and take time.
Opportunities for Visits	Local community visit to the beach to make settings for our stories in literacy.	Visit to the park	Science museum.		Vegetable gardens/ Maro Or 'meil de malaga' trail for bee keeping ideas and honey tasting, candle making. Local area for different focus? Bonsai gardens	Picasso art gallery Malaga.

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

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<u>Lengua</u> (Spanish)	<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 el niño. 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>

Cultura
Española

Unidad 0

Mis compañeros
La clase de Year 2
Así es el colegio
Explicar cómo es la clase
Habilidades sociales y de comunicación:

Unidad 1

Tenemos una familia
Vivimos en una casa
La casa por dentro
Completar un plano de la casa
Habilidades sociales y de comunicación

Unidad 2

La navidad
Los villancicos
Investigar sobre una costumbre navideña
Habilidades sociales y de comunicación

Unidad 3

La calle donde vivo
Mi barrio
Conocemos las normas viales
Respetar las normas del parque
Habilidades sociales y de comunicación

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

Unidad 5

Distintos tipos de vehículos
Los medios de transporte
Los medios de comunicación
Saber usar el autobus
Habilidades sociales y de comunicación

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

Unidad 7

Qué tiempo hace
Las cuatro estaciones
El paisaje cambia
Observar qué tiempo hace
Habilidades sociales y de comunicación

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