



SAFA
BRITISH
SCHOOL

Curriculum booklet



Year 2



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Contents

English

Mathematics

Science

MSCS

French

Creative Arts

Physical Education





English

Reading

Decoding

- I can read accurately most words of two or more syllables.
- I can read most words containing common suffixes.
- I can read most common exception words.
- I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
- I can use intonation when reading aloud.
- I can re-read books to build up fluency and confidence in word reading.

Comprehension

- I can decide how useful a non-fiction text is for the purpose.
- I can re-tell a story, using key events, settings and characters.
- I can summarise using the main events in the text.
- I can express a reasoned opinion what I've read and compare texts.
- I can ask and answer questions about a text.

Inference

- I can answer questions and make some inferences on the basis of what is being said and done in a familiar text.
- I can independently predict what might happen on the basis of what has been read so far.
- I can use contents and index to locate information.
- I can discuss characters feelings making reference to text and own experience.





English

Reading

Language Features

- I can identify how vocabulary choice affect meaning.
- I can discuss my favourite words and phrases.
- I understand how chapters are used to order and build

Personal Responses

- I can understand why a writer has written a text.
- I can make choices about which texts to read, based on prior reading experience.

Wider Reading

- I can start to make simple connections between books by the same author.
- I am aware that books are set in different times and places.
- I can recite some poems, learnt by heart, using the correct intonation.
- I can sustain interest in a longer text returning to it after a break.
- I can compare books with other books with the same genre, theme and author.





English

Writing

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

Composition

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing poetry.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils.
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
- Read aloud what they have written with appropriate intonation to make the meaning clear.





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English

Spelling, Grammar and Punctuation

Spellings

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, *the girl's book*].
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.
- Write from memory simple sentences dictated by the teacher.

Grammar and Punctuation

- Learning how to use both familiar and new punctuation correctly -, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use expanded noun phrases to describe and specify [for example, *the blue butterfly*].
- Learn how to use the present and past tenses correctly and consistently, including the progressive form.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).





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English

Spelling, Grammar and Punctuation

Detail of content to be introduced	
Word	• Formation of nouns using suffixes such as –ness, –er and by. • Compounding [for example, <i>whiteboard</i>, <i>superman</i>]. • Formation of adjectives using suffixes such as –ful, –less. • Use of the suffixes –er, –est in adjectives and the use of –ly.
Sentence	• Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Text	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>].
Punctuation	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].
Terminology for pupils	• noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma





Maths

Term 1

Place Value

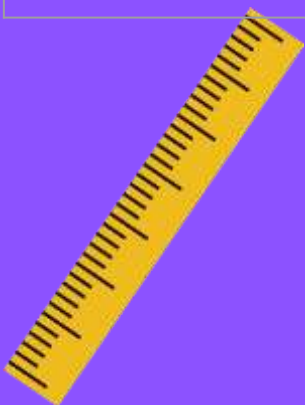
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems

Addition and Subtraction

- Solve problems with addition and subtraction:
- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Applying their increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Geometry: Properties of Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]
- Compare and sort common 2-D and 3-D shapes and everyday objects.





Maths

Term 2

Number: Multiplication and Division

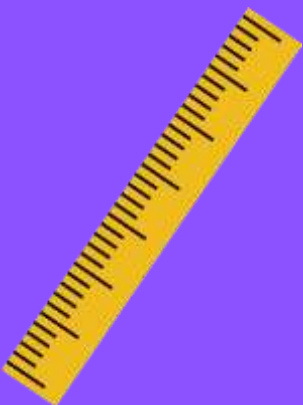
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Measurement: Length and Height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$





Maths

Term 3

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Geometry: Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Number: Fractions

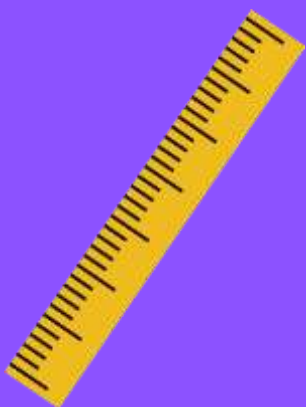
- Recognise, find, name and write fractions
- $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Time

- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

Problem Solving

- Problem solving and efficient methods.





Science

Living things in their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a food chain, and identify and name different sources of food.

Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Uses of Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.





Science

Working Scientifically

Questioning

I ask simple questions.

They explore the world around them and raise their own simple questions.

Scientific enquiry

I can plan and set up different type of enquires.

They experience different types of science enquiry including practical activities.

Secondary Source

I recognise that questions can be answered in different ways.

They know there are different ways in which they might answer scientific questions, including secondary sources.

Simple Test

I can perform simple tests

- They carry out a simple fair test. They explain why it might not be fair to compare two things.
- They say whether things happened as they expected. They suggest how to find things out. They use prompts to find things out.

Record data

I gather and record simple data in different ways.

- They can record their observation using pictures, diagrams, labels, captions, charts, tables labels and captions.
- They can measure using simple equipment and record their findings using standard units.





Science

Working Scientifically

Classification/Grouping

I can compare things, sort and group them.

- They organise things into groups.
- They find simple patterns.
- They identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not.

Vocabulary

I can use some simple scientific language.

Use Scientific vocabulary that I've learnt in current unit as applicable. They experience different types of science enquiry including practical activities.

Equipment/measurement

I can use simple equipment to make measurement.

Observe closely using simple equipment to observe changes over time. Use simple measurements and equipment (e.g hand lenses, measuring tape, scale, and timer)

Observation

I can observe closely.

With guidance use their senses they should notice patterns and relationships.

Conclusion

I can talk and write about what I have found out.

- Use their observations and ideas to suggest answers to questions.
- Talk about what they have found out and how they found it out.
- With help record their finding using simple scientific language.





MSC

Moral, Social and Cultural Studies

Character and Morality

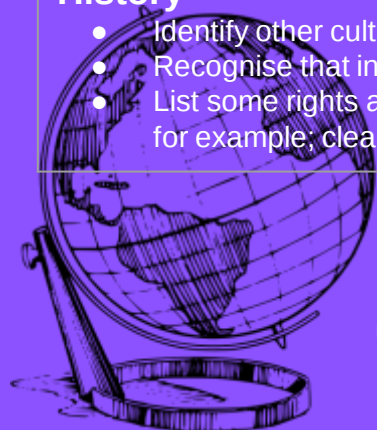
- Give a simple explanation of what is meant by fairness and unfairness
- Identify a fair and an unfair situation
- Recommend how to make an unfair situation fair
- Identify actions that require an apology
- Discuss the different ways that affection can be given and received
- Demonstrate a positive self-concept
- Explain what caring means and illustrate the different ways to care for others
- Demonstrate how to take care of self without adult support
- Demonstrate how to care for family and friends
- Explain how to care for the school environment
- Explain the difference between honesty and dishonesty
- Utilise a range of vocabulary to express feelings objectively, without blaming others and without hurting someone else's feelings

Individual and Community

- Utilise an expanded range of vocabulary to describe and express feelings that cause worry and anxiety
- Identify strengths and weaknesses in self and others and explain the importance of setting goals to improve upon strengths and weaknesses
- Discuss likes and dislikes and provide reasons for preference
- Identify people who are important to them and describe the relationships that exist between them
- Explain feelings in the context of important relationships, including family and friends
- Explain what friendship is and why maintaining good friendships is important and recognise that friends can have different backgrounds, opinions and interests
- Identify characteristics of a good friend and discuss how to resolve conflict and deal with difficult situations
- Identify the similarities and differences in different people in the local community and discuss how to be accepting of people from various cultural, ethnic and religious backgrounds
- Demonstrate respect for people from various backgrounds and identify situations and places where respectful behaviour is required

History

- Identify other cultures including different languages, food, clothing, etc
- Recognise that individuals are a part of a group, such as family, community, etc
- List some rights and responsibilities of the individual in relation to other members of a social group, for example, cleaning up toys, caring for a pet, etc





MSC

Moral, Social and Cultural Studies

Geography

- Identify good and bad behaviour in dealing with personal and public property
- Explain how one travels to and from school and other places
- Explain ways in which people depend on the environment
- Identify, compare and contrast man-made and natural features in one's area
- Begin to identify basic economic concepts and terms, for example; personal property, public property, purchasing, selling, limited resources, etc
- List jobs that people do to earn money
- Identify characteristics of maps and globes, for example; compass rose, key/legend, etc
- Name the different means of transportation and related geographical features e.g. boats go in the water, vehicles with wheels go on land
- Find each emirate on a map
- Explain the concept of location

Sociology

- Identify man-made changes in the neighbourhood and how they affect the environment
- Identify factors influencing human activities
- Identify and use one source of information, for example; a teacher, a parent, a book, etc
- Illustrate how people from different cultures relate to the environment, for example; use of resources, shelter, transportation, etc
- Explain climate change and how it affects the way we live

Economics

- Demonstrate how to gather information using different sources
- Identify basic economic concepts and terms
- Role-play different jobs and explain their function in the community
- Identify local currency by naming the notes and coins
- Identify the basic needs of people
- Compare the similarities and differences in the feelings of self and others
- Name different jobs and explain the importance of work; discuss what specialised jobs are and why people choose to have specialised jobs
- Explain work in terms of the ability to buy and sell
- Demonstrate how to resolve conflict when classroom materials are limited by sharing or prioritising
- Identify ways people meet their needs by sharing, trading, and using money to buy goods and services





MSC

Moral, Social and Cultural Studies

Information Literacy

- Predict and describe the feelings of others in various situations
- Find a relevant source of information for specific topics in social studies from printed and non-printed materia
- Identify and interpret key symbols on a map and indicate the directions and information on it
- Participate in class discussions of topics related to the past or present
- Demonstrate how to gather information from videos, guest speakers or reading texts with the help of the teacher
- Draw pictures and write captions to describe a personal experience in relation to various social studies topics

Information Processing

- Identify and utilise various strategies to address classroom conflicts, with the support of an adult
- Illustrate different points of view of an event
- Illustrate how traditional stories inform our knowledge of the past
- Discuss how the feelings and opinions of others change over time
- Identify social problems and explain one's own role in solving them, for example; recycling, safety, pollution, etc

Heritage

- Show appreciation of others' stories
- Discuss examples of intangible heritage in the UAE
- Identify different forms of traditional storytelling
- Explain the purpose of storytelling, for example; to explain morals, pass on culture, express heritage, etc
- Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour
- Create and exchange stories about themselves and their families with their peers
- List symbols, songs and traditions that is representative of the UAE
- Illustrate the importance of preserving the elements of national identity

Civics

- Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules
- Compare and contrast rules and regulations at home to those at school
- List basic classroom, school, family and community rules/ laws
- Explain how rules and laws help establish order and ensure safety





French

Shapes

- Name, recognise and remember up to 10 shapes in French.
- Attempt to spell some of these shapes in French.
- Attempt to remember which shapes are masculine or feminine.
- Revise and/or learn numbers 1-5 in French.

Animals

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).

Lili & her Teddy Bear

- Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Lili and Nounours in French.
- Recognise, recall, and remember how to say 'hello', 'I am called' as well as 'yes' and 'no'.
- Follow the story of Lili and Nounours in French and be able to correctly order the different stages.

My Dream House

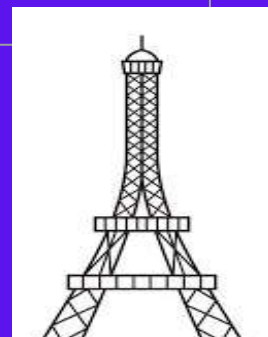
- Recognise, recall, and remember 7 rooms.
- Attempt to spell some of these nouns with their correct indefinite article/ determiner.
- Attempt to build a sentence using the structure 'il y a' (there is/there are) plus the noun and the correct indefinite article/determiner.

Little Red Riding Hood

- Listen to a familiar story being told in French.
- Use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in French.

Instruments

- Name and recognise up to 10 instruments in French.
- Attempt to spell some of these nouns with their definite article/determiner in French.
- Learn how to say 'I play' + an instrument in French.





French

School stationery

- Can name some stationery.
- Can name and describe stationery.
- Can read a small a small text describing the content of pencil case.
- Can describe what's inside a pencil case.

Fruits

- Can identify familiar fruits.
- Can say some familiar fruits.
- Can read and identify familiar fruits.
- Can write the sentence "I like" "I don't like" with a familiar fruit

Vegetables

- Can identify familiar vegetables.
- Can say some familiar vegetables.
- Can read and identify familiar vegetables.
- Can write the sentence "I like" "I don't like" with a familiar vegetables.





Creative Arts

Art

Creating and Exploring

- I can use different materials to create a piece of art work and talk about why I used them.
- I can show care and control when using different materials
- I can use particular methods and explain why I have used them.

Evaluating

- When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because").

Generating Ideas

- Try out different activities and make sensible choices about what to do next.
- Use drawing to record ideas and experiences.

Knowledge

- That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.
- Be able to talk about the materials, techniques and processes they have used; using an appropriate vocabulary.

Making

- Deliberately choose to use particular techniques for a given purpose.
- Develop and exercise some care and control over the range of materials they use.





Creative Arts

Music

Improvising and Composing

- I can choose, create and order sounds to show simple contrasts.
- I can choose, create and remember higher and lower sound patterns and rhythmic patterns.
- I can invent symbols to represent sounds.■

Listening and Understanding

- I can respond to changes in mood through movement, words or pictures.
- I can give opinions, justifying musical ideas with appropriate vocabulary.■

Performance: Instrumental

- I can use the correct technique for a range of percussion instruments.
- I can choose and play patterns with increasing confidence.■

Performance: Vocal

- I can sing songs, rounds and chants building rhythm and melody.
- I can sing songs, rounds and chants and use simple vocal patterns as accompaniments.■





Creative Arts

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Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Pupils should develop;

- fundamental movement skills
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

