



British Section, SHAPE International School

CURRICULUM OVERVIEW – SPRING TERM 2024

YEAR 2 – GRIFFIN CLASS



English: The children will continue to develop **spoken language and listening skills** to enhance communication. A range of high-quality texts, including *The Crow's Tale* by Naomi Howarth, *The Day the Crayons Quit* by Drew Daywalt, and *The Tear Thief* by Carol Ann Duffy, will be studied during daily **reading and writing** sessions. Non-fiction texts including *Malala's Magic Pencil* by Malala Yousafzai and poetry, including *The Magic Box* by Kit Wright and *10 Things Found in a Wizard's Pocket* by Ian McMillan, will also be studied. The children will continue learning to read suffixes by building on known root words. Monitoring their reading, they will continue to check that newly decoded words make contextual sense, and explore their meaning. The children will also be encouraged to use morphology to read unknown words. Daily focused **spelling** sessions will help them move towards more word-specific spelling ability, including homophones. Misspelling will continue to provide opportunities to learn alternative ways of representing sounds. The children will also apply their growing knowledge of word and spelling structure, as well as their expanding knowledge of root words. English lessons will focus on **writing** clearly, accurately and coherently, adapting language and style to suit writing to entertain (narratives, descriptions and poetry) and to inform (recounts, letters and instructions). Writing skills will continue to focus on sentences with different forms (statement, question, exclamation, command); expanded noun phrases to describe and specify; correct and consistent use of present and past tenses; and coordination (or, and, but) and subordination (when, if, that, because) to combine sentences. Finally, this term's **handwriting** lessons will focus on the introduction of writing with a cursive style.

Home Learning: To develop the skills of reading fluently and with expression, the children are expected to **read daily** and record this in their reading record. The children are also encouraged to engage in approx. 20 minutes per week of word study, including discussing spelling patterns, morphological exploration and orthographic mapping on **Spelling Shed**.

Mathematics: The main focus this term will be on **multiplication and division**. The children will be introduced to multiplication tables and will practise becoming fluent in the 2, 5 and 10 multiplication tables. They will learn to connect the 10-multiplication table to place value, and the 5-multiplication table to the divisions on the clock face. They will learn to use other tables and recall multiplication facts, including using related division facts to perform calculations. The children will work with a range of materials and contexts in which multiplication and division relate to grouping and sharing quantities, to arrays and to repeated addition. They will begin to relate these to fractions and measures (e.g. $40 \div 2 = 20$, 20 is a half of 40). They will also use commutativity and inverse relations to develop multiplicative reasoning (e.g. $4 \times 5 = 20$ and $20 \div 5 = 4$). Learning in **measurement** will focus on **money, length and height, mass, capacity and temperature**. The children will learn to use standard units of measurement with increasing accuracy. They will use the appropriate language and record using standard abbreviations. Comparing measures will include simple multiples, such as 'half as high'; 'twice as wide'. The children will also become fluent in counting, describing value, recognising coins and the '£' and 'p' symbols.

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

Science: Our first unit '**Uses of everyday materials**' takes the children through a series of lessons where they will learn how to identify and compare the suitability of a variety of everyday materials for particular uses. They will also learn how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. In our second unit '**Plants**', the children will learn how to observe and describe how seeds and bulbs grow into mature plants, and describe how plants need water, light and suitable temperature to grow and stay healthy. The children will continue to be taught to use practical scientific methods, processes and skills, such as asking questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; and gathering and recording data to help in answering questions.



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Computing: The first unit is entitled '**Programming – Robot algorithms**'. Here, the children will develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. The children will learn about design in programming, and develop artwork and test it for use in a program. They will also design algorithms and then test those algorithms as programs and debug them. The second unit focuses on '**Data and information – Pictograms**'. Here, the children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to organise data. The children will then progress to presenting data in the form of pictograms and finally block diagrams. Finally, they will use the data presented to answer questions.

History: No History unit is studied Term 2.

Geography: Learning in geography will centre on **human** and **physical geography**. The children will explore seasonal and daily weather patterns in the UK/Belgium and the location of hot and cold areas of the world in relation to the equator and the polar regions. They will continue to learn to use **geographical vocabulary** to refer to **key physical features** e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and **key human features** e.g. city, town, village, factory, farm, house, office, port, harbour and shop. The children will then explore geographical similarities and differences through studying the human and physical geography of a small area of Belgium (Soignies) and a small area in a contrasting non-European country (the village of Mugurameno in Zambia). To enhance this learning, the children will hopefully participate in educational visits to both Soignies and to the *Africa Museum* in Tervuren.

Miss Hyde

Art and Design: The art curriculum aims to continue to engage, inspire and challenge children, equipping them with knowledge and skills to create their own works of art, craft and design. Building on their exploration of drawing from the Autumn Term, this unit of work starts with two further explorations: firstly, drawing from photographs and film, and secondly, drawing from small, closely observed objects. In both explorations, the children will develop their drawing and mark making skills. They will then be introduced to **monoprinting** and explore the work of **Xgaoc'o X'are**, an artist who uses **monoprint** in his own work. The children will then work on their own project, entitled '**Change, Grow, Live**', thus developing their monoprinting and drawing skills. Throughout this unit, the children will be encouraged to take creative risks and use drawing as a way to playfully invent and create narratives.

Design and Technology: Our focus in DT will be on working with **textiles**. The children will continue to design, make and evaluate a **glove puppet** based on one of the characters from '*The Crow's Tale*', by Naomi Howarth. After generating ideas through talking and drawings based on their own experiences, the children will develop them using **templates** and pattern pieces to create mock-ups. Prior to making their puppets, they will explore and evaluate various **joining techniques**, media and materials. As they test and modify their puppets, the children will be encouraged to explain their choices. Finally, the children will use their puppets to entertain their classmates, evaluating them against the original design criteria.

Music: During this term, the children will continue to develop their musical skills of singing, listening, composing and musicianship. They will listen to music from two distinct genres 'Rock and Roll,' and 'Blues,' and will also learn about the history and origins of these different musical eras. Additionally, the children will learn about the different families of the orchestra, and will name and identify instruments according to their distinctive sounds. They will also improve their knowledge of musical dynamics and tempo.

Miss Briers



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Religious Education: This term's key question is '**Who is a Muslim and what do they believe?**' The children will talk about Muslim beliefs about God, making links with some of the 99 Names of Allah. They will learn to re-tell a story about the life of the Prophet Muhammad. The children will also learn to recognise some objects used by Muslims and suggest why they are important. In March, and coinciding with this year's calendar, there will be opportunities to identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Throughout the year, the children will also encounter and explore other major celebrations—this term will focus on **Easter**.

Miss Briers

PSHE: The core learning theme is **living in the wider world**. With an initial focus on **belonging to a community**, the children will learn about being a part of different groups. They will learn about the rights and responsibilities that they have in school and the wider community, and about how a community can help foster a sense of inclusivity. The children will also explore ways in which people are similar and different. The second strand will focus on **media literacy and digital resilience**. Here, the children will learn to recognise that some content on the internet is factual whilst some is for entertainment, and that information online might not always be true. The final strand of this theme will focus on **money and work**. The children will think about needs and wants, and how people make choices about spending money. These studies will continue to be enhanced by our whole-school **character education programme**, providing a systematic approach to character-building. Within this programme, the children will be supported in developing their learning powers and character virtues.

PE: The PE curriculum continues in its aim to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. This term's lessons will centre on **gymnastics** and **netball**. **Gymnastic** sessions will focus on developing fundamental movement skills such as travelling, balancing, rolling and jumping. They will also offer opportunities to explore and form simple sequences of different actions, moving safely, and changing direction and speed. In **netball**, the learning sequence will help the children develop basic ball control, experiment with different types of sending and receiving, and show increasing success when aiming at a target. Finally, the children will participate in team games, developing simple tactics for attacking and defending. Both units of work will aim to promote values, such as respect, and help the children to become physically confident and competent to support their health and fitness.

French: The children will enjoy a range of **stories, songs, poems and rhymes** linked to the season of **spring**. They will listen to spoken language and show their understanding by joining in and responding. Role play opportunities - at the fruit shop! - will enable the children to broaden their vocabulary and develop their ability to understand new words. They will also continue to develop accurate pronunciation and intonation.

Mme Marie

Forest School: This term, the children will continue to observe both the willow and sweet gum trees to see changes over time. They will also continue to identify and name a variety of other plants and animals in a forest habitat, and describe how animals obtain their food from plants and other animals, by studying simple food chains. To further their understanding about microhabitats, the children will help to make and maintain a 'bug hotel.' Linked to their learning in Science, they will explore a range of materials and their uses, and look at how materials can be changed in a natural habitat. Finally, the children will continue to learn simple knot skills and improve on their fire skills by making a hot drink.

Miss Hyde