



Year 2 Term 1 Curriculum Letter

Dear Parents,

This is an outline of what will be covered in each subject in Term 1. A letter will be sent out each term to inform you of the topics covered in each subject. For further information regarding the curriculum, please click on the following link: [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Please note that the Arabic department will also share information via Class Dojo for each term.

Mathematics	
Numbers to 100	<ul style="list-style-type: none"> count in steps of 2, 3, 5 from 0, and in 10s from any number, forward and backward 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	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of 2 numbers can be done in any order (commutative) and subtraction of one 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
Multiplication and Division	<ul style="list-style-type: none"> 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
English	
Fiction – Narrative Writing Character description	<ul style="list-style-type: none"> To listen and respond to a narrative story. To explore characters through voice, movement, and role play. To identify the beginning, middle, and end of a story. To use adjectives to describe a character. To retell a story using a story map and actions. To plan changes to a familiar story using a shared story map. To create a new character as part of story innovation. To plan their own version of the story using a story map. To describe a new character using full sentences. To use adjectives and similes to describe characters and settings.

	<ul style="list-style-type: none"> • To write descriptive sentences about characters or settings. • To use time words and sequencing language to organise story events. • To write the beginning, middle, and end of a story using descriptive language. • To use feedback to revise and improve story ideas. • To organise story events clearly using time language. • To build vocabulary to bring characters and settings to life. • To edit stories using a checklist. • To publish a final version of their story. • To reflect on what makes a good character description. • To evaluate their own and others' stories through peer assessment.
<p><u>Non Fiction - Diary Writing</u> Recount text</p>	<ul style="list-style-type: none"> • To identify what a recount is. • To explore the key features of a recount text. • To read and discuss a model diary or recount example. • To understand the use of time connectives in recounts. • To retell a recount using sequencing language and a story map • To identify and use time connectives to order events. • To write simple recount sentences using capital letters and full stops. • To use the past tense correctly when writing about an event. • To extend a sentence using conjunctions (and, because, but). • To write a short paragraph about a shared class experience. • To plan a recount using a planning sheet. • To write key words and phrases to support my planning. • To write a recount together as a class using shared ideas. • To use sequencing words to structure the recount. • To use adjectives to describe feelings or details. • To plan my own diary entry based on a real or imagined event. • To write the beginning of my recount using who, what, when, where. • To describe events in order using time openers. • To write in the first person and past tense. • To demarcate sentences using the correct grammar. • To write an independent recount with a clear beginning, middle and end. • To include time connectives, feelings, and descriptive details. • To check my punctuation and spelling. • To improve my writing using an editing checklist. • To publish or perform my recount to an audience.
<p>Grammar and Punctuation</p>	<ul style="list-style-type: none"> • To revise forming sentences and build up to a piece of writing, sentence by sentence • To write and recognise commas, questions, and statements, checking correct sentence punctuation • To compose sentences using coordinating conjunctions 'and', 'but', and 'or' • To use simple past and present tense correctly and check for tense consistency • To sort and use compound words (e.g., troublemaker, handbag,

	<p>goldfish)</p> <ul style="list-style-type: none"> • To identify nouns, proper nouns, and noun phrases in sentences • To use adjectives to describe or specify nouns • To identify and use adverbs of manner in sentences • To use punctuation marks with increasing ease (? ! . “ ”) • To form adverbs by adding the suffix –ly • To recognise verbs in sentences • To use irregular past tense verbs • To identify the function and grammatical patterns of command sentences • To increase the range of adjectives used in writing
Science	
Living things in their habitats	<ul style="list-style-type: none"> • To explore mammals’ and birds need for survival. • To explore fish need for survival. • To explore amphibians’ need for survival. • To explore reptiles’ need for survival. • To explore polar habitats. • To explore desert habitats. • To explore ocean habitats. • To explore woodland habitats. • To explore microhabitats. • To understand how an animal's habitat will affect their diet. • To understand how energy moves through a food chain. • To explore and compare the differences between things that are living, things that are dead and things that have never been alive.
Animals including humans	<ul style="list-style-type: none"> • To explore humans’ basic needs for survival. • To identify the offspring of different human beings. • To explore the stages in the life cycle of a human. • To explore the stages in the life cycle of a butterfly. • To explore the stages in the life cycle of a frog. • To explore the life cycles of all the different animal groups. • To understand how to keep healthy. • To identify foods that can contribute to an unhealthy diet if consumed too often. • To learn about keeping clean and the reasons why personal hygiene is important. • To understand that eating too much sugar and not brushing your teeth regularly contributes to tooth decay.
History	
Lives of significant individuals	<ul style="list-style-type: none"> • To learn about Christopher Columbus. • To understand why Christopher Columbus is a significant individual. • To learn about the life of Mary Anning. • To understand why Mary Anning is a significant individual. • To understand who Ibn Battuta was and why he is a significant historical figure. • To explore the places Ibn Battuta travelled to and understand the

	<p>challenges he faced during his journeys.</p> <ul style="list-style-type: none"> • To learn about Bell. • To understand why Bell is a significant individual. • To learn about the life of Edison. • To understand why Edison is a significant individual. • To compare explorers. • To compare inventors.
Geography	
Locational Knowledge	<ul style="list-style-type: none"> • To use maps to identify continents. • To use maps to identify oceans. • To identify Qatar on the world map. • To understand different facts about Qatar. • To identify the physical and man-made features of Qatar. • To identify Qatar's Neighbouring states – UAE. • To identify Qatar's Neighbouring states – Saudi Arabia. • To identify the Persian Gulf around Qatar. • To identify the physical and man-made features of the United Kingdom. • To understand geographical similarities and differences of a small area of the United Kingdom (London) and of Qatar (Doha).
Art	
Artist: Mondrian	<ul style="list-style-type: none"> • To learn about the artist Piet Mondrian and recognise his unique style of art. • To explore how Mondrian used lines, shapes, and primary colours in his work. • To identify primary colours (red, blue, yellow) and use them in artwork. • To create a piece of art inspired by Mondrian using straight lines and shapes. • To use a ruler to draw straight horizontal and vertical lines accurately.

Please see the outline of what will be taught in each specialist subject.

Music	<ul style="list-style-type: none"> • Listen to a variety of music and sounds, identifying different instruments and their timbres. • Discuss how music makes them feel and describe simple musical elements such as loud/quiet and fast/slow. • Sing a range of simple songs and nursery rhymes, focusing on pitch and rhythm. • Practice basic vocal exercises to develop a clear singing voice. • Explore and play basic percussion instruments like tambourines, drums, and shakers. • Practice clapping and tapping in time with music. • Create simple rhythmic patterns using body percussion and classroom instruments. • Experiment with creating short musical phrases.
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	<ul style="list-style-type: none"> • Use music as a basis for movement, exploring how different rhythms and tempos affect movement.
ICT	<ul style="list-style-type: none"> • Students will be encouraged to think about and discuss what a better, safer internet might look like. Pupils will explore their ideas about improving online environments and develop suggestions for creating a more secure and positive online experience. • Students will be given a range of scenarios related to online safety and information sharing. They will practice responding to these situations, focusing on making safe decisions about sharing personal information and interacting online. • Students will identify and discuss various types of technology they encounter in their homes and broader society. This will help them understand the pervasive role of technology and its impact on their daily lives. • Students will explore the role of a computer mouse and compare it with other input devices such as touchscreen tablets, smartphones, and laptops. This lesson will help pupils understand how different devices function and their unique characteristics. • Students will enhance their fine motor skills through the use of a computer mouse. Pupils will learn how to effectively use the mouse buttons and wheel to navigate and apply commands in Paint, a basic drawing program. This hands-on activity will improve their coordination and ability to interact with digital tools. • Students will practice opening and closing the Paint application, where they will search for and use various shapes, tools, and colours to create and edit pictures. Additionally, they will receive a brief introduction to Microsoft Excel, including its capabilities and basic functions for performing calculations. This introduction will help them understand how to use spreadsheets for data organization and analysis. • Pupils will be introduced to email, learning how to create an email account, and send, and receive messages. This lesson will cover essential aspects of email communication and help students understand how to use email safely and effectively.
PE	<p>Icebreakers and Classroom Routines (2 lessons)</p> <ul style="list-style-type: none"> • Students will learn the rules and routines of the physical education classroom, and what is expected in year 2 as well as recapping things learned from year 1. • We will discuss our yearly curriculum as well as sport ECAs and ways to live a healthy and active lifestyle at home and at school. • Students will play icebreaker games to get to know each other as well as any additional new students in the class. The main focus within this will be on teamwork and respect. • Students will also play a series of races and challenges to assess ability of key motor skills used across different sports within physical education such as throwing, catching, dribbling, changing direction, and shooting. <p>Volleyball (4 Lessons + 1 lesson for Assessment)</p> <ul style="list-style-type: none"> • Students will aim to throw the ball high over the net, gradually aiming for targets over the net • Students who find it easy can throw from further away or try it with the net at a higher height. • Students will try to throw the ball to themselves and hit the ball over using dig and volley. • Students will spend extended time developing dig and volley skills • Students will end volleyball by playing a modified game which allows students to catch the ball before passing to a teammate or throwing the ball over the net. From this, students develop catching, spatial awareness, teamwork, and reaction time.

Basketball (4 Lessons + 1 for Assessment)

- Students will develop their passing and catching skills through using the “W” grip and practising the chest and bounce pass technique. Students will then be encouraged to add movement or increase distances of the pass.
- Students will also develop their dribbling through isolated practises, protecting the ball from defenders, and through using their dribbling to be able to pass or shoot.
- Students will also practice shooting in isolation through being taught to aim for the square when shooting. After this, students will practice shooting whilst linking in passing or dribbling both with defenders, and without defenders.
- Students will then look at small-sided games such as 3-3 to allow them to understand what basketball looks like, as well as allowing them more opportunities to possess the ball.

Handball (4 Lessons + 1 for Assessment)

- Like basketball, Students will develop their passing and catching skills through using the “W” grip and practising the chest and bounce pass technique. Students will then be encouraged to add movement or increase distances of the pass.
- Students will also develop their dribbling through isolated practises, protecting the ball from defenders, and through using their dribbling to be able to pass or shoot.
- Students will also practice shooting in isolation through being taught to aim for the corners and low when shooting. After this, students will practice shooting whilst linking in passing or dribbling both with defenders, and without defenders as well as gradually introducing goalkeepers.
- Students will then look at small-sided games such as 3-3 to allow them to understand what handball looks like, as well as allowing them more opportunities to possess the ball.