



LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE  
A NORD ANGLIA EDUCATION SCHOOL

# YEAR 2 CURRICULUM BOOK

2025-2026



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# WELCOME

## Welcome to Year Two's Curriculum Booklet

Welcome to Year Two.

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary School, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge, while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School, while our partnerships with MIT and UNICEF offer our students many enriching global opportunities. Our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

**This curriculum booklet contains the general teaching sequence for Year 2. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 2 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.**

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind regards,

Year Two Team

# MATHEMATICS

## Scheme of Learning

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands for example, "Number: Place Value". Within each block, there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Whilst each strand is explicitly taught in a block, they are revised throughout the year. Each block has clear links to the year band's Mathematics objectives from the English National Curriculum.

<b>Number:</b> Place Value		<b>Number:</b> Addition and Subtraction			<b>Geometry:</b> Shape	
<b>Measurement:</b> Money	<b>Number:</b> Multiplication and Division			<b>Measurement:</b> Length and Height	<b>Measurement:</b> Mass, Capacity and Temperature	
<b>Number:</b> Fractions		<b>Measurement:</b> Time		<b>Statistics</b>	<b>Geometry:</b> Posi- tion and Direction	<b>Number:</b> Problem Solving and efficient methods

## UNITS:

### Number: Place Value

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

### Number: Addition and Subtraction

- ▶ 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 ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
- ▶ Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- ▶ 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
- ▶ 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

**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

**Number: Multiplication and Division**

- ▶ Recall and use multiplication and division facts for the 2, 5 and 10 times 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
- ▶ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts
- ▶ Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

**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  $=$

**Measurement: Mass, Capacity and Temperature**

- ▶ 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  $=$

**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  $\frac{1}{2}$

**Measurement: 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
- ▶ Compare and sequence intervals of time

**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**

- ▶ 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)
- ▶ Order and arrange combinations of mathematical objects in patterns and sequences

**Number: Problem Solving and efficient methods**

- ▶ Solve problems involving all four functions, measures and fractions in a real-life context





# ENGLISH – WRITING

## Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

*A glossary of the terminology used in Year 2 English can be found in the attached Appendix – English Grammar Terminology.*

Familiar Places	Poetry (Acrostic)	Postcards	Recounts
Chronological Report	Imagery Poem	Traditional Tale	Character Innovation
Significant Author	Recount		

## UNITS:

TERM 1				
WRITING OUTCOME		► Familiar Places	► Poetry (Acrostic)	► Postcards
CLASS TEXT		► The Bear Under The Stairs by Helen Cooper	► Let's Celebrate - Poems From Around The World?	► Meerkat Mail
VOCABULARY, GRAMMAR & PUNCTUATION		► Joining words and joining clauses using and ► Subordination (using when, if, that, because) and co-ordination (using or, and, but) ► How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command ► Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	► Sentence types (statement, command, question, exclamation) ► Adjectives ► Capital letters ► Full stops	► Past progressive ► Sentence types (statement, command, question, exclamation) ► Capital letters ► Full stops
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Develop positive attitudes towards and stamina for writing	► 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	► Planning or saying out loud what they are going to write about ► Encapsulating what they want to say, sentence by sentence ► Writing down ideas and/or key words, including new vocabulary		
	Make simple additions, revisions and corrections to their own writing by	► Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ► Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) ► Evaluating their writing with the teacher and other pupils ► Read aloud what they have written with appropriate intonation to make the meaning clear		

TERM 2				
WRITING OUTCOME		► Non-fiction non-chronological report	► Write an imagery poem	► Write a traditional tale
CLASS TEXT		► Wolves	► Imagery Poetry	► Tiger Child
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> <li>► Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>► Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>► Correct choice and consistent use of present tense and past tense throughout writing</li> <li>► Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>► Present progressive</li> <li>► Sentence types (statement, command, question, exclamation)</li> <li>► Capital letters</li> <li>► Full stops</li> <li>► Inverted commas</li> <li>► Exclamation marks, question marks</li> <li>► Apostrophe for possession</li> <li>► Commas to separate a list</li> </ul>	<ul style="list-style-type: none"> <li>► Inverted commas</li> <li>► Co-ordinating conjunctions</li> <li>► Using who and which for complex sentences</li> <li>► Subordinating conjunctions</li> <li>► Sentence types (statement, command, question, exclamation)</li> <li>► Adverbs</li> <li>► Capital letters</li> <li>► Full stops</li> <li>► Inverted commas</li> <li>► Exclamation marks, question marks</li> <li>► Apostrophe for possession</li> </ul>
				<ul style="list-style-type: none"> <li>► Capital letters for names and for the personal pronoun I [Revision of Year 1]</li> <li>► Formation of adjectives using suffixes such as -ful, -less</li> <li>► Subordination (using when, if, that, because)</li> <li>► Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>► How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>► Correct choice and consistent use of present tense and past tense throughout writing</li> <li>► Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>► Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>► Commas to separate items in a list</li> <li>► Apostrophes to mark where letters are missing in spelling</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Develop positive attitudes towards and stamina for writing	<ul style="list-style-type: none"> <li>► Writing narratives about personal experiences and those of others (real and fictional)</li> <li>► Planning or saying out loud what they are going to write about</li> <li>► Writing about real events</li> <li>► Writing poetry</li> <li>► Writing for different purposes</li> </ul>		
	Consider what they are going to write before beginning	<ul style="list-style-type: none"> <li>► Planning or saying out loud what they are going to write about</li> <li>► Writing down ideas and/or key words, including new vocabulary</li> <li>► Encapsulating what they want to say, sentence by sentence</li> </ul>		
	Make simple additions, revisions and corrections to their own writing by	<ul style="list-style-type: none"> <li>► Evaluating their writing with the teacher and other pupils</li> <li>► Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>► Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>► Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		



TERM 3			
WRITING OUTCOME		► Significant Author	► Recount
CLASS TEXT		► Toys In Space	► Fox Tail
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> <li>► Learning how to use both familiar and new punctuation correctly (see English Appendix 2),</li> <li>► Including full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>► Sentences with different forms: statement, question, exclamation, command</li> <li>► Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>► The present and past tenses correctly and consistently including the progressive form</li> <li>► Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>► The grammar for year 2 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>► Sentence types (statement, command, question, exclamation)</li> <li>► Adjectives</li> <li>► Capital letters</li> <li>► Full stops</li> <li>► Inverted commas</li> <li>► Exclamation marks, question marks</li> <li>► Apostrophe for possession</li> <li>► Apostrophe for omission</li> <li>► Commas to separate a list</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Develop positive attitudes towards and stamina for writing	<ul style="list-style-type: none"> <li>► Writing narratives about personal experiences and those of others (real and fictional)</li> <li>► Consider what they are going to write before beginning by:</li> <li>► Planning or saying out loud what they are going to write about</li> <li>► Writing down ideas and/or key words, including new vocabulary</li> </ul>	
	Consider what they are going to write before beginning	<ul style="list-style-type: none"> <li>► Planning or saying out loud what they are going to write about</li> <li>► Writing down ideas and/or key words, including new vocabulary</li> <li>► Encapsulating what they want to say, sentence by sentence</li> </ul>	
	Make simple additions, revisions and corrections to their own writing by	<ul style="list-style-type: none"> <li>► Evaluating their writing with the teacher and other pupils</li> <li>► Evaluating their Writing with the teacher and other pupils</li> <li>► Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>► Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>► Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	

# ENGLISH – READING

## Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**E** = exploring the author's language and point of view

**A** = analysis of structure and organisation

**D** = deduction and inference

OBJECTIVES COVERED OVER THE YEAR	STUDENTS WILL LEARN TO...	KEY SKILL
	► Identify when reading does not make sense and self-corrects in order for the text to make sense	(READ)
	► Read aloud, taking into account punctuation . ? !	(READ)
	► Read the Y2 high frequency words	(READ)
	► Confidently recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts	(A)
	► Locate some specific information, e.g. key events, characters' names or key information in a non-fiction text	(R)
	► Make predictions about a text using a range of clues	(D)
	► Compare similarities and differences between texts in terms of characters, settings and themes	(E/D)
	► Provide simple explanations about events or information, e.g. why a character acted in a particular way	(D)
	► Begin to talk about the features of certain non-fiction texts	(A)
	► Begin to use contents and index pages to locate information in non-fiction texts	(R/A)
	► Apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding	(READ)
	► Use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes	(READ)
	► Read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s)	(READ)

OBJECTIVES COVERED OVER THE YEAR	STUDENTS WILL LEARN TO...	KEY SKILL
	▶ Read aloud with intonation, taking into account a wider range of punctuation	(READ)
	▶ Explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful)	(D)
	▶ Summarise a story, giving the main points clearly in sequence	(R)
	▶ Distinguish between fiction and non-fiction	(D)
	▶ Talk about how different words and phrases affect meaning, including the use of some simple literary language (e.g. alliteration)	(E)
	▶ Discuss reasons for events in stories by beginning to use clues in the story	(D)
	▶ Begin to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions	(D)
	▶ Confidently relate texts to their own experiences	(D)
	▶ Talk about the features of certain non-fiction texts	(A)
	▶ Demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary.	(R/A)



# INTERNATIONAL PRIMARY CURRICULUM (IPC)

## Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative course of study with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become: a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful.

<b>Brainwaves</b> (Science)	<b>Let's Celebrate</b> (History and Societies)	<b>'From A to B'</b> (Geography, History, Science)
<b>The Stories People Tell</b> (Geography and History)	<b>Super Humans</b> (Science)	
<b>The Magic Toymaker</b> (History)	<b>Live and Let Live</b> (Science)	

## UNITS:

### Brainwaves

#### The Big Idea

Our brain is special because it does lots of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.

#### Explaining the Theme

In this unit, students will be finding out:

- ▶ How the brain works
- ▶ About the personal goals that help us to become better learners
- ▶ How to find out facts to prepare for a special challenge
- ▶ How to learn and practise skills for a special challenge
- ▶ How to record how well we are learning
- ▶ How to use what we have learned to create our own special challenge
- ▶ How to wake up our brain
- ▶ How to look after our brain

## Let's Celebrate

### The Big Idea

Celebrations are an important part of human life. They are one of the things that make us uniquely human. All peoples and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in someone's life.

### Explaining the Theme

In History, students will be finding out:

- ▶ How people in our families celebrated in the recent past
- ▶ How particular past events are still celebrated

In Art, students will be finding out:

- ▶ How decoration is used in celebrations
- ▶ How to make artefacts and images that could be used in celebrations

In Technology, students will be finding out:

- ▶ How to design and make a product for a celebration

In Society, students will be finding out:

- ▶ How different groups of people celebrate different events
- ▶ How different groups of people have different rules

In International Mindedness, students will be finding out:

- ▶ What is the same and what is different between the celebrations in the home countries of the different children in our class
- ▶ How to work and celebrate with each other

## From A to B

### The Big Idea

The letters 'A' and 'B' can be used to mean anything we like. Often, we use 'from A to B' to talk about travel from one place to another. Think about all the different places you travel. In this unit we will be learning about the different types of journeys we can make, across land, sea and air. In order to do this, we will need to be geographers, historians and engineers. How we travel is constantly changing, so what does the future hold for travel and journeys?

### Explaining the Theme

In Geography, students will be finding out:

- ▶ How we travel to school
- ▶ How we can use maps to record our journey
- ▶ How to travel to – and around – different countries

In International, students will be finding out:

- ▶ The similarities and differences between our journeys to school and those of other children around the world

In History, students will be finding out:

- ▶ What journeys were like in the past by interviewing an elderly member of the community
- ▶ Interviews and eyewitness accounts as a primary historical source
- ▶ Timelines that show when different types of transport were invented



In Science, students will be finding out:

- ▶ Air resistance

In Design, Technology and Innovation, students will be finding out:

- ▶ How to apply what we have learned about transport to plan and make our own vehicle
- ▶ How to test our vehicles to see how well they work

## The Stories People Tell

### The Big Idea

Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.

### Explaining the Theme

In History, students will be finding out:

- ▶ About myths and legends from different times in the past
- ▶ How to create our own legend about someone we know
- ▶ About the gods that people used to worship in the past

In Geography, students will be finding out:

- ▶ About stories from different countries and cultures
- ▶ How we can make a map of our own imaginary land
- ▶ How we can give and follow instructions using cardinal directions

In Art, students will be finding out:

- ▶ How people in the past have represented stories and characters
- ▶ How to create our own Greek plates

In Society, students will be finding out:

- ▶ About fairytales and fables and the lessons that they teach us
- ▶ How we can make a modern version of a fairytale
- ▶ About who we think of as 'heroes' today

In International Mindedness, students will be finding out:

- ▶ About legendary and mythological characters from our different home countries

## Super Human

### The Big Idea

Your body is a bundle of bones, muscles, senses and nerves all connected together to make you a human. But do you know how these parts of your body work with your brain? Let's find out.

### Explaining the Theme

In Science, students will be finding out:

- ▶ What the main external parts of the body are called
- ▶ What the five human senses are
- ▶ How we can see, hear, smell, taste and touch
- ▶ How the brain connects to other body parts
- ▶ How to eat healthily and get enough exercise
- ▶ Why body hygiene is important

In International Mindedness, students will be finding out:

- ▶ What malaria is and how we can prevent it
- ▶ If we can improve the health of the world's children

## The Magic Toymaker

### The Big Idea

Toys come in many shapes and sizes. They are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.

### Explaining the Theme

In History, students will be finding out:

- ▶ About toys and games from the past
- ▶ How to decide if a toy is new or old
- ▶ How we can learn about the past in different ways

In Technology, students will be finding out:

- ▶ About 'magic' toys that fool our eyes
- ▶ How to design and make our own toy
- ▶ How to design and make our own puppets

In Computing, students will be finding out:

- ▶ How to make our own computer game

In International Mindedness, students will be finding out:

- ▶ An old toy from another country and how to play with it

## Live and Let Live

### The Big Idea

What do living things such as animals and plants need in order to survive and grow? Do humans have the same needs? What is the difference between a living thing and something that has never been alive? We are going to find the answers to these key questions in this unit.

### Explaining the Theme

In Science students will be finding out:

- ▶ What animals and humans need to survive and grow
- ▶ How living and non-living things are different
- ▶ How humans and animals grow and change
- ▶ How to carry out a survey of living things
- ▶ How to attract wildlife to our environment
- ▶ How to sort living things into groups

In International Mindedness, students will be finding out:

- ▶ About animals and plants from different countries
- ▶ Why we need to look after all living species



# FRENCH A

## Le Programme

En cette deuxième année d'étude du français, nous utilisons une méthode syllabique qui allie l'étude du code et le fonctionnement des textes. Toutes les dimensions de la maîtrise du langage et de la langue française entrent en jeu. L'objectif principal est l'apprentissage de la lecture ainsi que de rendre les élèves autonomes en développant leur intérêt pour la littérature. Nous allons aborder des textes qui favorisent le plaisir de lire et les étudier par le biais de lectures explicites et d'un enseignement progressif du code (correspondance phonème/graphème : sons, lettres, syllabes, mots, phrases, textes).

Lila et son monde	Le traîneau du père Noël
Les chiens et l'aventure	L'hippopotame

## UNITS:

THÈME	Lila et son monde	Le traîneau du père Noël
COMPRÉHENSION ET PRODUCTION DE L'ORAL	<ul style="list-style-type: none"> <li>▶ Répondre à une question (suite à une histoire lue)</li> <li>▶ Repérer la suite des événements dans un récit entendu</li> <li>▶ Mémoriser une comptine, une chanson</li> <li>▶ Réciter l'alphabet</li> </ul>	<ul style="list-style-type: none"> <li>▶ Répondre à une question (suite à une histoire lue)</li> <li>▶ Repérer la suite des événements dans un récit entendu</li> <li>▶ Mémoriser une comptine, une chanson</li> <li>▶ Présenter un objet</li> </ul>
LIRE	<ul style="list-style-type: none"> <li>▶ Lire des syllabes</li> <li>▶ Lire des mots</li> <li>▶ Lire des mots-outil</li> <li>▶ Etude du code: A, I, O, U, P, E, L, T, R, é</li> <li>▶ Lire les jours</li> <li>▶ Lire les prénoms</li> <li>▶ Lire les lettres</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lire des syllabes</li> <li>▶ Lire des mots</li> <li>▶ Lire des mots-outils</li> <li>▶ Etude du code: S, N, D, M, V, È, Ê, B, F, J</li> <li>▶ Lire les mois</li> </ul>
COMPRÉHENSION ET PRODUCTION DE L'ÉCRIT	<ul style="list-style-type: none"> <li>▶ Écrire des lettres</li> <li>▶ Écrire des syllabes</li> <li>▶ Écrire son prénom</li> <li>▶ Écrire les jours de la semaine</li> <li>▶ Écrire quelques mots étudiés</li> </ul>	<ul style="list-style-type: none"> <li>▶ Écrire des mots outils</li> <li>▶ Écrire des mots</li> <li>▶ Répondre à une question écrite par un mot</li> </ul>
GRAMMAIRE	<ul style="list-style-type: none"> <li>▶ Classer les mots selon leur champ sémantique</li> </ul>	<ul style="list-style-type: none"> <li>▶ Classer les mots selon des critères (ex : noms propres, noms communs, etc.)</li> </ul>
ÉCRITURE	<ul style="list-style-type: none"> <li>▶ Écrire des lettres en respectant la régularité du tracé</li> </ul>	<ul style="list-style-type: none"> <li>▶ Écrire des lettres en respectant la régularité du tracé</li> </ul>

THÈME	Les chiens et l'aventure	L'hippopotame
COMPRÉHENSION ET PRODUCTION DE L'ORAL	<ul style="list-style-type: none"> <li>▶ Répondre à une question (suite à une histoire lue)</li> <li>▶ Repérer la suite des événements dans un récit entendu</li> <li>▶ Mémoriser une comptine, une chanson</li> <li>▶ Participer à un débat</li> </ul>	<ul style="list-style-type: none"> <li>▶ Répondre à une question (suite à une histoire lue)</li> <li>▶ Repérer la suite des événements dans un récit entendu</li> <li>▶ Mémoriser une comptine, une chanson</li> <li>▶ Reformuler à l'aide de ses propres mots des informations reçues ou des consignes entendues</li> <li>▶ Présenter un travail ou un événement vécu</li> </ul>
LIRE	<ul style="list-style-type: none"> <li>▶ Lire des syllabes</li> <li>▶ Lire des mots</li> <li>▶ Lire des mots-outil</li> <li>▶ Lire les syllabes complexes suivantes: ar ir or ur al ol ul il er es el br dr tr fr fi bi pl c k g</li> <li>▶ Lire des phrases</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lire des syllabes</li> <li>▶ Lire des mots</li> <li>▶ Lire des mots-outils</li> <li>▶ Lire les syllabes complexes suivantes: au ez er H ch ei ai E eu oeu ou oi on an en em am in ain un ein , M devant mbp, C K Q ph ç ge gi gue gui z ill y</li> <li>▶ Lire un texte</li> </ul>
COMPRÉHENSION ET PRODUCTION DE L'ÉCRIT	<ul style="list-style-type: none"> <li>▶ Écrire des mots outils et des mots</li> <li>▶ Répondre à une question écrite en écrivant une phrase</li> </ul>	<ul style="list-style-type: none"> <li>▶ Écrire des mots (liste)</li> <li>▶ Écrire plusieurs phrases (un texte)</li> </ul>
GRAMMAIRE	<ul style="list-style-type: none"> <li>▶ Repérer et identifier les éléments obligatoires d'une phrase</li> <li>▶ Repérer les noms masculins et féminins grâce aux déterminants</li> </ul>	<ul style="list-style-type: none"> <li>▶ Comprendre la notion de verbe et des temps</li> <li>▶ Découvrir le singulier et le pluriel</li> </ul>
ÉCRITURE	<ul style="list-style-type: none"> <li>▶ Écrire des lettres en respectant la régularité du tracé</li> </ul>	<ul style="list-style-type: none"> <li>▶ Écrire des lettres en respectant la régularité du tracé</li> </ul>



# FRENCH B

## Programme

At the end of Year 2 the objective is to reach at least the level of A1.1 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading, and writing while discovering various themes and topics in a stimulating and engaging context. As a framework, we will be using a textbook entitled Les Loustics 2, as well as a variety of story books to complement the textbook. The year's communication goals are inspired by the textbook Les Loustics and the story books studied.

Outlined below is an overview of the themes and the skills, which will be introduced this year.

ADDITIONAL TOPICS	LES LOUSTICS
My new class, friends and environment	How are you?
Spooky and magical celebrations	Bon appétit!
Escape to a magical world	Holidays are coming soon

## UNITS:

MY NEW CLASS, FRIENDS AND ENVIRONMENT / HOW ARE YOU?		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>► Reinforce the class routine</li> <li>► Greet each other, introduce yourself and your family, ask about others.</li> <li>► Talk about pets</li> <li>► Play with numbers, shapes and colours</li> <li>► Describe someone's actions</li> <li>► Talk about your school equipment</li> <li>► Say the date</li> <li>► Talk about playground games</li> </ul>	<ul style="list-style-type: none"> <li>► Name the different face parts</li> <li>► Talk about accessories and features</li> <li>► Express your feelings</li> <li>► Name the different body parts</li> <li>► Say where it hurts</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>► Introduction of the questions Comment vas-tu? Comment tu t'appelles?</li> <li>► Answer the questions: Tu peux te décrire? Qu'est-ce qu'il/elle fait? Qu'est-ce que c'est ? Tu habites où? Et avec qui? Tu as des animaux? Qu'est-ce que tu aimes faire pendant la récréation?</li> <li>► Use verbs of actions in the present tense with je, tu, il et elle</li> <li>► Use the verbs être et avoir with je, tu, il/elle</li> </ul>	<ul style="list-style-type: none"> <li>► Introduction of the questions Comment est ...? Est-ce qu'il y a...? Tu peux te décrire? and tu as mal où?</li> <li>► The verbs être in the present tense</li> <li>► The verbs mettre, plier, sauter, tourner, prendre, toucher and respirer in the imperative form and present tense</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

SPOOKY AND MAGICAL CELEBRATIONS/ BON APPÉTIT!		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Name the vocabulary related to the Halloween and winter celebrations</li> <li>▶ Design your own Halloween costume</li> <li>▶ Design your ideal menu for each celebration</li> <li>▶ Explain why you enjoy these celebrations and why</li> </ul>	<ul style="list-style-type: none"> <li>▶ Name kitchen equipment</li> <li>▶ Name food and fruit items</li> <li>▶ Name some drinks and say if you are thirsty</li> <li>▶ Name some dishes and say if you are hungry</li> <li>▶ Talk about your taste in food and drinks</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Introduction of the question Que fais- tu pendant ces fêtes?</li> <li>▶ Introduction/revision of the verbs: manger, aimer, boire, mettre, décorer, danser, chanter, demander with je in the present tense</li> <li>▶ Use the expressions: voici/ voilà/ il est to present your costume</li> <li>▶ Use the verb vouloir in the présent tense with je, tu, il, elle, on</li> <li>▶ Use the structure: j'aime... parce que/ car...</li> </ul>	<ul style="list-style-type: none"> <li>▶ Introduction of the questions: Tu as tout pour pique-niquer? Tu aimes les fruits?</li> <li>▶ Introduction of the articles: du, de la, des</li> <li>▶ Discover the questions: Tu as soif? Qu'est-ce que tu veux boire? Tu as faim ? Qu'est-ce que tu veux manger?</li> <li>▶ Use the verb vouloir in the présent tense with je, tu, il, elle, on</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.



ESCAPE TO A MAGICAL WORLD / HOLIDAYS ARE COMING SOON		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Discuss the story Jacques et le haricot magique</li> <li>▶ Name the characters and the animals of the story</li> <li>▶ Talk about the different places in the story</li> <li>▶ Make hypothesis and create your magical world above the clouds</li> <li>▶ Talk about plants</li> </ul>	<ul style="list-style-type: none"> <li>▶ Name actions related to getting dressed</li> <li>▶ Talk about the weather</li> <li>▶ Name different clothe items</li> <li>▶ Speak about various means of transport</li> <li>▶ Express your opinion on various situations</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Use the expressions ça parle de.../ il y a.../ c'est</li> <li>▶ Introduction of the question: Qui c'est? Où c'est?</li> <li>▶ Use the structure: je pense / j'imagine que ...</li> <li>▶ Introduction of the structure: il y a/ Il fait</li> <li>▶ Use the verbs: pousser, grimper, grandir, arroser, planter with je/ il/ elle in the present tense</li> <li>▶ Introduction of the question: Tu aimes les...?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use the verbs s'habiller, se déshabiller, enlever, mettre with je/ tu/ il/ elle in the present tense</li> <li>▶ Introduction of the question: qu'est ce que tu fais/il fait/ elle fait?</li> <li>▶ Revision of the the articles: mon, ton, son, mes, tes, ses</li> <li>▶ Revision of the adjectival agreement</li> <li>▶ Introduction of the question: Quel temps fait il?</li> <li>▶ Introduction of the structure: il y a/ Il fait</li> <li>▶ Introduction of the question: tu voyages comment?</li> <li>▶ Use the verbs : voyager, prendre, aller with je/ tu/ il/ elle in the present tense and the preposition: en/ à</li> <li>▶ Introduction of the question: Tu aimes les...?</li> <li>▶ Introduction of the questions: c'est chouette? C'est nul</li> <li>▶ Introduction of the pronoun nous with the verb tourner</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

## Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by, addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

Being Me In My World	Celebrating Differences (including anti-bullying)
Dreams and Goals	Healthy Me
Relationships	Changing Me

### GENERAL DESCRIPTION

Health and Wellbeing	Relationships	Living in the Wider World
<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>▶ the importance of personal hygiene</li> <li>▶ the physical differences between boys and girls</li> <li>▶ road safety, cycle safety and online safety</li> <li>▶ people who help us</li> <li>▶ how to talk about their feelings</li> <li>▶ the benefits of physical activity.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▶ recognise that their behaviour can affect other people</li> <li>▶ listen to other people and work and play cooperatively</li> <li>▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other</li> <li>▶ distinguish what physical contact is acceptable and what to do if they're being bullied.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>▶ how to make and follow group, class and school rule</li> <li>▶ what protects and harms the environment</li> <li>▶ how to make choices about spending or saving money</li> <li>▶ ways in which we are all unique and the things we have in common</li> <li>▶ about basic human rights; and to respect national, regional, religious and ethnic identities.</li> </ul>



## OVER-ARCHING OBJECTIVES

## Children will learn about:

- ▶ What is meant by a healthy lifestyle
- ▶ How to maintain physical, mental and emotional health and wellbeing
- ▶ How to manage risks to physical and emotional health and wellbeing
- ▶ Ways of keeping physically and emotionally safe
- ▶ How to manage change, transition and loss
- ▶ How to make informed choices about health and wellbeing, and where to get help with this
- ▶ How to respond in an emergency
- ▶ To identify different influences on health and wellbeing

## Children will learn to:

- ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- ▶ How to recognise and manage emotions within relationships
- ▶ How to respond to risky or negative relationships, including bullying and abuse
- ▶ How to respond to risky or negative relationships and ask for help
- ▶ How to respect equality and diversity in relationships

## Children will learn:

- ▶ About respect for themselves and others, and the importance of responsible actions and behaviour
- ▶ About rights and responsibilities as members of families, other groups and citizens
- ▶ About different groups and communities
- ▶ To respect equality and diversity, and how to be a productive member of a diverse community
- ▶ About the importance of respecting and protecting the environment
- ▶ About where money comes from, keeping it safe, and the importance of managing it effectively
- ▶ The part that money plays in people's lives





# PHYSICAL EDUCATION (PE)

## Scheme of Learning

During Physical Education at Key Stage 1 students will 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. Students will be provided with opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations throughout the broad curriculum.

### UNITS:

- Fundamental Movement Skills
- Best of Balls
- Net Games
- Ski Days
- Gymnastics and Parkour
- Striking and Fielding Activities

#### Fundamental Movement Skills

##### Explaining the Theme

In this unit students will experience simple modified running, jumping, skipping, hopping, throwing, catching, patting and rolling activities. Students will accurately replicate challenges and competitions that require fundamental movement skills. In all activities, students will engage in performing skills and measuring outcome as a marker of performance. Students will develop the ability to follow rules safely and handle equipment correctly.

In this unit, students will develop their ability to:

- ▶ Perform fundamental movement skills with fluency and consistency.
- ▶ Replicate accurate movements and movement patterns
- ▶ Understand the different demands of fundamental movement skills

#### Best of Balls

##### Explaining the Theme

In this unit students will experience how to throw, catch, roll, bounce, pass, chase and kick a variety of balls. Students will begin to develop some of the basic hand/foot-eye coordination skills that are required for successful performance when using a ball for fun or in a game.

In this unit, students will develop their ability to:

- ▶ Perform actions required to control a ball in a variety of situations.
- ▶ Replicate accurate movements requiring hand-eye and foot-eye coordination
- ▶ Understand the different demands of moving a ball in different ways

#### Net Games

##### Explaining the Theme

In this unit students will build upon the fundamental movement skills and best of balls units to develop their understanding of how net games are played. Students will learn to use their skills and coordination to send an object over a net using a variety of equipment. Students will work in teams and as individuals to develop their understanding of basic skills required for success in net games.

In this unit, students will develop their ability to:

- ▶ Perform basic skills of hitting or throwing over a net.
- ▶ Replicate accurate movements and movement patterns
- ▶ Understand how different objects travel in different ways depending on how you hit, kick or throw them.

## Ski Days

### Explaining the Theme

In this unit students will take part in four ski days in the beautiful ski domain of the Portes du Soleil. Under the careful eye of our ski instructors, students will follow the LCIS Snowsports Award scheme. Students will be taught in small groups of eight or less based on their ability and will be presented with their level at the end of the four days.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes.

## Gymnastics and Parkour

### Explaining the Theme

Students will be introduced to and develop body management skills, simple body movements and actions. Students should explore, replicate and improve the quality of their actions, body shapes and balances in addition to expressing feelings and themes in their movements. Students will work on the floor and then progress to using apparatus and equipment to develop expression. Simple routines and movement sequences will incorporate control and levels by linking movements together. Students will be encouraged to express moods and ideas in response to different types of music and using a range of stimuli. Students will progressively learn how to lift and lay out apparatus safely along with learning how to work in small groups collaboratively.

In this unit, students will develop their ability to:

- ▶ Perform basic gymnastics and aesthetic movement skills
- ▶ Choreograph simple movement patterns according to their current skill levels
- ▶ Communicate ideas and analyse performance with others.

## Striking and Fielding Games

### Explaining the Theme

Students will experience working with a variety of equipment and to explore individual skills of serving, sending, receiving, striking, fielding, throwing, catching, batting and bowling during play. Students will begin to make use of space and start to think about hand-eye coordination and movement. Students will begin to watch and describe others' performances, as well as their own along with gaining a basic understanding of scoring a game, developing an attitude of fair play and playing within the rules.

In this unit, students will develop their ability to:

- ▶ Move with efficiency and show hand-eye coordination
- ▶ Develop racquet and ball control
- ▶ Communicate clearly and cooperatively with others
- ▶ Score a modified game and work within rules and boundaries.

## Athletics and Sports Day

### Explaining the Theme

In this unit students will experience simple modified running, jumping and throwing activities and learn how to apply them in a competitive athletics and sports day situation. Students will accurately replicate running, jumping and throwing challenges and competitions that require speed, stamina, accuracy and power. Students will begin to learn the basics of team games such as capture the flag, bench ball and dodgeball so that they can be used in a fun and exciting sports day event. Students will develop the ability follow rules safely, handle equipment correctly and understand the concepts of sportsmanship and fair play.

In this unit, students will develop their ability to:

- ▶ Move with ease show control in a range of physical contexts
- ▶ Generate and implement ideas and strategies to solve problems and outwit opponents
- ▶ Communicate clearly and work cooperatively with others during modified games.
- ▶ Perform to maximum levels in athletic events.



# MUSIC

## Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 2 Music, our students will be supported in their musical progression as they develop further their understanding of the subject through singing together as a class, considering how composers make artist choices when they write music and learning the art of improvisation. Students will explore the works from Mussorgsky to Thelonius Monk as they extend their musical knowledge and appreciation. Their musical development will be supported further by accessing our Juilliard Creative Classroom partnership, enhancing their musical experience as they deepen their knowledge and love of Music.

<b>Let's Sing Together!</b>	Learning to sing as a class ensemble and exploring the ways in which composers write for the voice	<b>Skills:</b> Singing and Appraising
<b>Music meets Art</b>	A creative study inspired by the links between Music and Art in Mussorgsky's <i>Pictures at an Exhibition</i>	<b>Skills:</b> Musicianship, Appraisal
<b>Improvisatory Music</b>	An introduction to the art of improvisation	<b>Skills:</b> Composition, Performance and Music Theory

## UNITS:

### Let's Sing Together

#### Finding Our Voices

#### Explaining the Theme

In this unit, Year 2 pupils will explore the magic of singing as a class ensemble — learning to use their voices confidently, musically, and expressively. Singing is one of the most natural and joyful ways we can make music together. Through fun songs, games, and performance practice, children will develop key vocal skills and begin to understand what makes a song special.

Students will learn to:

- ▶ Use their voices safely and tunefully with good posture and control
- ▶ Sing songs in unison and rounds as part of a class ensemble
- ▶ Develop confidence in pitch matching, clear diction and musical expression
- ▶ Understand how songs have different moods, themes and purposes.
- ▶ Begin to perform with confidence, awareness of others and stage presence.

We'll also learn how composers create songs — what inspires them, how they write for different voices, and how we as singers can bring their ideas to life with emotion and imagination.

#### Listening and Appraising

We will explore different facets of vocal writing from the Juilliard Core Content, including operas such as Humperdinck's *Hänsel und Gretel*, Mozart's *Die Zauberflöte*, and choral works such as Paola Prestini's *Knives and Violets*. This will deepen children's understanding of compositional and artistic choices in vocal works and how composers write songs based on ideas, feelings, poems or stories.

### Music meets Art, exploring Mussorgsky's *Pictures at an Exhibition*

#### A creative and practical unit

#### Explaining the Theme

In this imaginative and expressive unit, we will step into the musical gallery of Modest Mussorgsky's *Pictures at an Exhibition* — a powerful piece of music inspired by a series of paintings. Each movement brings a different picture to life, and Mussorgsky uses music to help us see the images in our minds.

As we listen, explore, and respond, we'll discover how music and visual art can tell stories together. We will act out the scenes, discuss the feelings and ideas they evoke, and create our own responses through movement, drawing, and drama.

Students will:

- ▶ Understand that music can describe images, stories, and emotions
- ▶ Explore how form, texture, dynamics, timbre, and tempo shape a musical journey
- ▶ Use and apply a growing musical vocabulary to describe what they hear and feel
- ▶ Recognise and describe repeated musical themes such as the famous Promenade
- ▶ Investigate how composers make music feel like walking, flying, stomping or whispering
- ▶ Respond physically and artistically to musical ideas — acting out the pictures and creating visual art inspired by the music
- ▶ Understand that composers, like artists, are inspired by the world around them

## Listening and Appraising

Throughout the unit, students will continue to build upon their theoretical knowledge. The unit will culminate in a creative sharing: a mini-exhibition and performance where the children will present their artwork inspired by the music, perform short dramatic or movement interpretations of selected pieces, and share what they have learned about how music can represent people, places and pictures. They will further develop in the following core content:

- ▶ Form and structure (e.g. returning Promenade theme, AABA, contrasting sections)
- ▶ Texture (thick/thin, solo vs. full ensemble)
- ▶ Timbre (instrumental colours — especially in orchestral versions)
- ▶ Dynamics (loud/soft and everything in-between)
- ▶ Tempo (how speed affects mood and meaning)
- ▶ Musical storytelling and imagery

## Improvisatory Music

### An introduction to the art of improvisation

#### Explaining the Theme

In this unit, students widen the breadth of their musical knowledge whilst strengthening and developing their musical skills as they learn the art of improvisation. They will explore a variety of cultural traditions, from Thelonius Monk's 12 bar-blues to the Afro-Cuban style of Israel "Cachao" Lopez in his "Guajero de Saxos". They will start to explore developing their own artistic voice as they compose short storyboard musical sequences in groups and will gain the ability to be reflective and thoughtful when appraising the compositions of others.

Students will:

- ▶ Consider how musical ostinati (either melodic or rhythmic) can be used to construct music Learn how to accurately notate basic rhythmic patterns
- ▶ Listen to and appraise the Juilliard Core works of "Blue Monk" and "Guajero de Saxos"
- ▶ Learn about compositional structures and techniques including call and response, echo, the head, and 12-bar blues
- ▶ Explore body percussion and class percussion instruments including tuned percussion to create different rhythms as soloists, small groups and whole class activities
- ▶ Compose a short ensemble composition

#### Performance / Sight-Reading / Theory and Appraising

Students will all complete a group composition task where they will focus on their ability to select appropriate sounds and instruments, their execution of rhythmic ostinato and their use of structure.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble clef (c-c)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms, such as crescendo, decrescendo, tutti, piano, forte
- ▶ Instruments from around the world



# DRAMA

## Scheme of Learning

In Drama lessons, students are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, students are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Julliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Performance
Drama in Society	Technical Incorporation
Creative Exploration and Expression	Reflection, Evaluation, and Appreciation

## UNITS:

### Personal and Social Development

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ understand and maintain appropriate behaviours in drama, for example, as an audience member or as a performer, respecting the personal space of others
- ▶ develop negotiation skills to work in groups
- ▶ work cooperatively towards a common goal, taking an active part in a creative experience.

Supported by Julliard Core Unit: 'Throwing Light'

### Performance

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ portray a character in a given situation
- ▶ create their own endings to a performance
- ▶ use performance as a problem-solving tool
- ▶ develop an awareness of the relationship between voice and body
- ▶ convey a message using drama techniques
- ▶ share ideas in more than one format, for example, mime and puppetry
- ▶ be able to improvise through dramatic action with a partner.

Supported by Julliard Core Unit: 'One as many body'

## **Drama in Society**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ experience live performances
- ▶ discuss experiences of performing arts and the way a story was communicated
- ▶ discuss and explain the way cultural values can be communicated through stories and performance
- ▶ make connections between their own drama and that of others.

Supported by Julliard Core Unit: 'Again but Different'

## **Technical Incorporation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ act out or mime a situation using props and/or costume
- ▶ recognise the value of performance without technical aids
- ▶ follow simple stage directions
- ▶ retell a familiar story
- ▶ write poetry, songs, raps, plays, scripts, stories, explanations and journals as part of their dramatic work
- ▶ memorise a brief dialogue.

Supported by Julliard Core Unit: 'Acting the Stage Direction'

## **Creative Exploration and Expression**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ engage in imaginative play using a range of sources as stimuli, for example, personal experiences, stories, objects and pictures
- ▶ value imaginary creations
- ▶ participate in a dramatic play of an unfamiliar story or rhyme under the direction of an adult
- ▶ tell an original story.

Supported by Julliard Core Unit: 'Symbolic culmination'

## **Reflection, Evaluation and Appreciation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ reflect on dramatic work through self-/peer/teacher assessment such as rubrics, checklists, tests, conferences and portfolios
- ▶ discuss their work in groups.

Supported by Julliard Core Unit: 'A mind of it's own'

# INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>



# APPENDIX 1:

## ENGLISH GRAMMAR TERMINOLOGY

### EXPANDED NOUN PHRASES

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

The scary monster

The dinosaur had sharp teeth.

### TENSE

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**PAST SIMPLE** – the action took place in the past and is now finished.

I walked to my friend's house.

**PAST PROGRESSIVE** – the action took place in the past over a period of time.

I was walking to my friend's house.

**PRESENT SIMPLE** – the action takes place regularly.

I walk to my friend's house.

**PRESENT PROGRESSIVE** – the action is taking place now.

I am walking to my friend's house.

### CO-ORDINATING CONJUNCTIONS

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence.

I like swimming and my brother likes football.

We might go to the cinema or we could go to the funfair.

I want to wear my sunhat but it is raining.

### SUBORDINATING CONJUNCTIONS

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own).

We couldn't do PE today because it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat if it gets too cold.

We wanted to eat the cake that my mum made yesterday.

### ADVERBS

**ADVERBS** give you more information about a verb. They tell you where, why, how or when something happens or is done.

The dog greedily ate its dinner.

### SENTENCE TYPES

**STATEMENT** – tells the reader something.

Tigers have sharp teeth.

**COMMAND** – tells you to do something.

Go and look at the tiger.

**QUESTION** – gains further information by asking something.

Did you see the tiger at the zoo?

**EXCLAMATION** – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

# APPENDIX 2: YEAR 2 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																				
	Aug			September				October			November		December							
	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>	22 <sup>nd</sup>	29 <sup>th</sup>	6 <sup>th</sup>	13 <sup>th</sup>	20 <sup>th</sup>	27 <sup>th</sup>	3 <sup>rd</sup>	10 <sup>th</sup>	17 <sup>th</sup>	24 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>			
Maths	Block 1			Block 2					Half Term								Block 3		Consolidation	
English	Koala Who Could (Recount)	The Bear Under The Stairs (Familiar Places)			Poetry (Acrostic)		Meerkat Mail (Postcards)										The Journey Home (Recount)		The Snowman	
IPC	Brainwaves		Let's Celebrate			STEAM		Let's Celebrate									From A to B			
Art / DT	Self-portrait (drawing) Koala (painting)		Diwali candle holder (sculpting)			STEAM		TBC									Vehicle shape art (collage)			
French A	“ La grande aventure de Manolo ” et “ Moi j'adore la maitresse déteste ”. Brami + Revisions Y1			STEAM		“ Oh non George ” + révisions son Y1		“ La potion du père Noël ”												
French B	En forme - Présentation du monde de Zig Zag			STEAM		Le sport et les activités		Noël												
Drama	Personal and Social Development: Energy Spectrum			STEAM		Technical incorporation: Scripts and Theatrica														
ICT	E-Safety		Effective Searching			STEAM		Questioning		Making Music										
PSHE	Being Me In My World			STEAM		Celebrating Differences														
PE	Fundamental Movement Skills / SAQ / Fitness			Best of balls - Hand/ Eye/ Foot coordination		Winter Games														
Music	Let's Sing Together!			Let's Sing Together!																



SPRING TERM – 12 Weeks																
	January				February				March							
	5 <sup>th</sup>	12 <sup>th</sup>	19 <sup>th</sup>	26 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	30 <sup>th</sup>			
Maths	Block 1		Block 2				Block 2							Block 3		Block 4
English	Wolves (Non-chronological report)				Imagery Poetry				The Tiger Child (Tales from other cultures)						Owl and the Pussycat (rhyming poem)	
IPC	Super Humans				The Stories People Tell											
Art / DT	Greek Mosaic plates (sculpture), Aboriginal Dot Art (painting)															
French A	“ C'est l'histoire d'un hippopotame ”															
French B	On part en vacances															
Drama	Performance: One as Many - Body															
ICT	Presenting Ideas				Creating Pictures				Coding							
PSHE	Healthy Me															
PE	Gymnastics / Parkour															
Music	Music meets Art															

MATHS BLOCKS	
Block 1	Multiplication and division
Block 2	Length and height
Block 3	Mass, Capacity and temperature
Block 4	Fractions 1

SUMMER TERM – 9 Weeks										
	April		May					June		
	20 <sup>th</sup>	27 <sup>th</sup>	4 <sup>th</sup>	11 <sup>th</sup>	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>	
Maths	Block 1		Block 2		Block 3		Block 4		Consolidation	
English	Toys in Space (Significant Author)				Fox Tail (recount)				Here We Are	
IPC	The Magic Toymaker						Live and Let Live			
Art / DT	Hand Puppets (textiles), Making our playground (collage)				Flower Press (painting), Ansel Adams Landscape (drawing)					
French A					Révisions de l'année et petites histoires variées					
French B	Les vêtements - Le cirque				A la récré					
Drama	Creative exploration and expression *Magic Objects in Shadow*				Reflection, Evaluation and Appreciation *Forwards and Backwards*					
ICT	Coding				Spreadsheets			Consolidation		
PSHE			Relationships		NSPCC Lessons			Consolidation		
PE			Striking Games				House Games			
Music					Improvisatory Music					

Drama: \* \_\_\_\_ : Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Fractions 2
Block 2	Time
Block 3	Statistics
Block 4	Position and direction



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