



# British School of Ulaanbaatar

## Primary Curriculum Overview - Year 2

Subject	Term 1	Term 2	Term 3
<b>Mathematics</b>	<p><b><u>Number: Place Value</u></b></p> <ul style="list-style-type: none"> <li>To recap counting forwards and backwards within 20</li> <li>To recap tens and ones within 20</li> <li>To recap counting forwards and backwards within 50 (Numbers to 50)</li> <li>To recap tens and ones within 50</li> <li>To recap comparing numbers within 50</li> <li>To count objects to 100 and read and write numbers in numerals and words (first half of sheet - count objects to 100)</li> <li>To count objects to 100 and read and write numbers in numerals and words (second half of sheet - read and write numbers to 100 in numerals and words)</li> <li>To represent numbers to 100</li> <li>Tens and ones with a part-whole model</li> <li>Tens and ones using addition</li> <li>To use a place value chart</li> <li>To compare objects</li> <li>To compare numbers</li> <li>To order objects and numbers</li> <li>To recap counting in 2s</li> <li>To recap counting in 5s</li> <li>To recap counting in 10s</li> <li>To count in 2s, 5s and 10s</li> <li>To count in 3s</li> </ul> <p><b><u>Number: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>To recognise fact families - addition and subtraction number bonds to 20</li> <li>To check calculations</li> <li>To compare number sentences</li> <li>To know your number bonds</li> </ul>	<p><b><u>Number: Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>To know the 10 times-table</li> <li>To make equal groups - sharing</li> <li>To make equal groups - grouping</li> <li>To understand sharing and grouping</li> <li>To divide by 2</li> <li>To recognise and find odd and even numbers</li> <li>To divide by 5</li> <li>To divide by 10</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>To make tally charts</li> <li>To draw pictograms (1-1)</li> <li>To interpret pictograms (1-1)</li> <li>To draw pictograms (2, 5 and 10)</li> <li>To interpret pictograms (2, 5 and 10)</li> <li>To interpret block diagrams</li> </ul> <p><b><u>Geometry: Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>To recognise 2-D and 3-D shapes</li> <li>To make 2-D and 3-D shapes</li> <li>To count sides on 2-D shapes</li> <li>To count vertices on 2-D shapes</li> <li>To draw 2-D shapes</li> <li>To recognise lines of symmetry</li> <li>To draw the whole - lines of symmetry</li> <li>To sort 2-D shapes</li> <li>To make patterns with 2-D shapes</li> <li>To count faces on 3-D shapes</li> <li>To count edges on 3-D shapes</li> <li>To count vertices on 3-D shapes</li> </ul>	<p><b><u>Measurement: Length and Height</u></b></p> <ul style="list-style-type: none"> <li>To recap comparing lengths and heights</li> <li>To recap measuring lengths (1)</li> <li>To recap measuring lengths (2)</li> <li>To be able to measure length (cm)</li> <li>To be able to measure length (m)</li> <li>To compare lengths</li> <li>To order lengths</li> <li>To use four operations of measurement with lengths</li> <li>To solve problems with lengths</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>To recap describing position</li> <li>To solve problems with position</li> <li>To describe movement</li> <li>To describe turns</li> <li>To describe movement and turns</li> <li>To make patterns with shapes</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>To recap telling time to the hour</li> <li>To recap telling time to the half hour</li> <li>To recognise o'clock and half past</li> <li>To recognise quarter past and quarter to</li> <li>To tell time to 5 minutes</li> <li>To recap writing time</li> <li>To recognise hours and days</li> <li>To find durations of time</li> <li>To compare durations of time</li> </ul>

- To recognise related facts
- To find number bonds to 100 (tens)
- To add and subtract 1s
- To recognise 10 more and 10 less
- To add and subtract 10s
- To recap adding by making 10
- To add a 2-digit and 1-digit number - crossing ten
- To recap subtraction - crossing 10
- To subtract a 1-digit number from a 2-digit number - crossing ten
- To add two 2-digit numbers - not crossing ten - add ones and add tens
- To add two 2-digit numbers - crossing ten - add ones and add tens
- To subtract a 2-digit number from a 2-digit number - not crossing ten
- To subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and subtract tens
- To carry out mixed addition and subtraction
- To recap finding and making number bonds
- To know number bonds to 100 (tens and ones)
- To add three 1-digit numbers

**Measurement: Money**

- To recap recognising coins and notes
- To count money - pence
- To count money - pounds (notes and coins)
- To count money - notes and coins
- To select money
- To make the same amount
- To compare money
- To find the total
- To find the difference
- To find change
- To solve two-step problems

**Number: Multiplication and Division**

- To recap making equal groups
- To redistribute from unequal to equal groups
- To recap adding equal groups
- To recap making arrays

- To sort 3-D shapes
- To make patterns with 3-D shapes

**Number: Fractions**

- To work with parts and wholes
- To make equal parts
- To recognise a half
- To find a half
- To recognise a quarter
- To find a quarter
- To recognise a third
- To find a third
- To recognise unit fractions
- To recognise non-unit fractions
- To find the equivalence of a half and 2 quarters
- To find three quarters
- To count in fractions
- To solve problems with fractions

**Measurement: Mass, Capacity and Temperature**

- To recap introducing weight and mass
- To recap measuring mass
- To compare mass
- To measure mass in grams
- To measure mass in kilograms
- To recap introducing capacity and volume
- To recap measuring capacity
- To compare volume
- To recognise millilitres
- To recognise litres
- To use four operations of measurement with mass
- To use four operations of measurement with volume
- To measure temperature

	<ul style="list-style-type: none"> <li>● To recognise equal groups</li> <li>● To make equal groups</li> <li>● To add equal groups</li> <li>● To make multiplication sentences using the x symbol</li> <li>● To make multiplication sentences from pictures</li> <li>● To use arrays</li> <li>● To recap making doubles</li> <li>● To know the 2 times-table</li> <li>● To know the 5 times-table</li> </ul>		
<p><b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● To listen to and to and discuss stories at a level beyond what they can read independently.</li> <li>● To link texts with personal experiences.</li> <li>● To become very familiar with key stories, retelling them and considering their particular characteristics.</li> <li>● To recognise and join in with predictable phrases.</li> <li>● To discuss word meanings, linking new meanings to those already known.</li> <li>● To discuss the significance of a book's title and events.</li> <li>● To discuss the sequence of events in books.</li> <li>● To predict what might happen on the basis of what has been read.</li> <li>● To draw inferences on the basis of what is being said and done.</li> <li>● To express views about reading.</li> </ul> <p><b><u>Writing: Handwriting</u></b></p> <ul style="list-style-type: none"> <li>● To use spaces between words.</li> <li>● To ensure that lower case letters are the right size relative to to each other</li> </ul> <p><b><u>Writing: Power of Reading</u></b></p> <p><b>Beegu - by Alexis Deacon</b>  <i>Beegu is not supposed to be on Earth. She is lost. She is a friendly little creature, but the Earth</i></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● To increase familiarity with a range of books at a level beyond that which they can read independently.</li> <li>● To discuss the significance of the title and events.</li> <li>● To explain understanding of what is read.</li> <li>● To discuss the sequence of events in books.</li> <li>● To predict what might happen on the basis of what has been read.</li> <li>● To draw inferences on the basis of what is being said and done; Express views about reading.</li> </ul> <p><b><u>Writing: Handwriting</u></b></p> <ul style="list-style-type: none"> <li>● To ensure that the size of spaces reflect the size of letters.</li> <li>● To use lower case letters in the right size relative to upper case letters.</li> </ul> <p><b><u>Writing: Power of Reading</u></b></p> <p><b>Lila and The Secret of Rain - by David Conway</b>  <i>For months, the sun has baked Lila's Kenyan village. It's too hot to gather firewood, too hot to weed the garden, even too hot to milk the cow. Without rain, the crops will fail. Lila is so worried that when her grandfather whispers to her the secret of making the rain fall, she decides to do something about it — even if it means confronting the sky itself.</i></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● To develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>● To listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently.</li> <li>● To link what they read or hear read to their own experiences.</li> <li>● To recognise and join in with predictable phrases in poems and to recite some by heart.</li> <li>● To recognise simple recurring literary language in poetry.</li> <li>● To discuss and clarify word meanings, linked to those already known.</li> <li>● To discuss favourite words and phrases.</li> <li>● To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>● To make inferences on the basis of what is said and done;</li> </ul> <p><b><u>Writing: Handwriting</u></b></p> <ul style="list-style-type: none"> <li>● To use the diagonal and horizontal strokes needed to join some letters.</li> </ul> <p><b><u>Writing: Power of Reading</u></b></p> <p><b>Poems To Perform - by Julia Donaldson</b>  <i>This book teaches the students the difference between a story and a poem. It looks at how they are written; why some words rhyme; the way to</i></p>

*People don't seem very welcoming at all. However, so far she has only met the BIG ones. The little ones are a different matter . . .*

- To say out loud what they are going to write about.
- To compose a sentence orally before writing it
- To sequence sentences to form short narratives.
- To re-read what they have written to check that it makes sense.
- To discuss what they have written with the teacher or other pupils.
- To read aloud their writing clearly enough to be heard by their peers and the teacher.
- To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.
- To sequence sentences to form short narratives write for different purposes including fictional personal experiences, poetry, non-fiction and real events.
- To read writing aloud with appropriate intonation to make the meaning clear

**Man On The Moon - by Simon Bertram**

*Looks at a day in the life of Bob. It follows his adventures of what he does on the moon: cleaning and tidying, welcoming visitors, performing tricks for tourists and much more. He knows almost everything there is to know about the moon - but there's something going on behind his back that he hasn't spotted.*

- To draft and write by composing and rehearsing sentences orally.
- To sequence sentences to form short narratives.
- To write for different purposes including about fictional personal experiences and fictional narratives.
- To reread writing to check it makes sense and make simple revisions.
- To read writing aloud with appropriate intonation to make the meaning clear.

- To draft and write by composing and rehearsing sentences orally.
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- To read writing aloud with appropriate intonation to make the meaning clear.

**One Day On Our Blue Planet - by Ella Bailey**

*Minding his mother and playing with his father, this curious little lion cub can't help chasing trouble and fun as he explores his corner of that big blue planet he shares with us.*

- To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.
- To sequence sentences to form short narratives.
- To write for different purposes including about fictional personal experiences, poetry, nonfiction and real events.
- To reread and evaluate writing to check it makes sense and make simple revisions.
- To read writing aloud with appropriate intonation to make the meaning clear.
- To use new and familiar punctuation correctly.
- To use sentences in different forms.
- To write descriptively using expanded noun phrases.
- To use past and present tense correctly and consistently.
- To use simple conjunctions to link subordinate and coordinating clauses.

**Speaking and Listening**

- To participate in discussion about what is read.

*interpret a poem, and so on. The students interpret what the poem means to them and to perform it the way they think it should be performed.*

- To develop positive attitudes and stamina for writing by writing poetry.
- To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally.
- To write for different purposes including poetry.
- To reread and evaluate writing to check it makes sense and make simple revisions.
- To read writing aloud with appropriate intonation to make the meaning clear.
- To use new and familiar punctuation correctly.
- To use sentences in different forms.
- To expand noun phrases to describe and specify.

**The Story Tree, Tales to Read Aloud - by Hugh Lupton**

*We look at some popular folktales from different cultures around the world.*

- To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.
- To sequence sentences to form short narratives;
- To write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.
- To reread and evaluate writing to check it makes sense and make simple revisions.
- To read writing aloud with appropriate intonation to make the meaning clear.
- To use new and familiar punctuation correctly.
- To use sentences in different forms.
- To expand noun phrases to describe and specify.

**Speaking and Listening**

- To listen and respond appropriately to adults and peers.
- To ask relevant questions to extend knowledge and understanding consider and evaluate viewpoints,
- To build on the contributions of others participate in discussions, performances, role-play, improvisations and debate about what has been read.
- To use spoken language to develop understanding through imagining and exploring ideas
- To participate in discussion about what is read, taking turns and listening to what others say.
- To listen and respond appropriately to adults and peers.
- To ask relevant questions.
- To use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

**Spelling, Punctuation & Grammar (SPaG)**

- To be able to identify proper nouns and use capital letters appropriately.
- To understand how we turn an adjective into an adverb using the 'ly' suffix.
- To be able to accurately use the 'er' and 'est' suffixes.
- To be able to accurately use the 'ing and 'ed suffixes.
- To understand the difference between regular and irregular verbs. They can use these accurately.
- To be able to think of, write and punctuate statements with increasing confidence.

- To take turns and listen to what others say.
- To listen and respond appropriately to adults and peers.
- To ask relevant questions.
- To use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

**Spelling, Punctuation & Grammar (SPaG)**

- To be able to distinguish between and use statements and exclamations.
- To be able to ask and punctuate questions.
- To be able to write and punctuate a list with appropriate use of commas.
- To be able to write a set of instructions using imperative verbs.
- To use apostrophes for contractions.
- To use possessive apostrophes.
- To be able to differentiate between homophones, knowing which word is being used in the context of the sentence.

- To use past and present tense correctly and consistently.
- To use simple conjunctions to link subordinate and coordinating clauses.

**Speaking and Listening**

- To listen and respond appropriately to adults and peers.
- To ask relevant questions to extend knowledge and understanding.
- To consider and evaluate viewpoints, attending to and building on the contributions of others.
- To participate in discussions, performances, role play, improvisations and debate about what has been read.
- To use spoken language to develop understanding through imagining and exploring ideas.

**Spelling, Punctuation & Grammar (SPaG)**

- To use the conjunctions 'and', 'or' 'but' to combine sentences and make writing more fluent.
- To be able to subordinate using 'when', 'if', 'because'.
- To be able to identify and use compound nouns.
- To use expanded noun phrases.
- To be able to spell and tell the difference between homophones.
- To be able to use the past and present tense accurately.

**Science****Working Scientifically**

- To ask simple questions and recognizing that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.

**Use of everyday materials**

- To identify and compare the suitability of different materials.
- To identify the uses of everyday materials.
- To gather and record data to help answer questions.
- To understand how the shapes of some solids can change.
- To explain the process of recycling.

**Living things and habitats**

- To compare the differences between living things, dead things and things that have been alive.
- To answer questions about living things of things that haven't been alive.
- To map a habitat and identify what is in it.
- To identify a variety of animals in their habitats.
- To use the information to answer a question.
- To describe a habitat and the animals that live in it.
- To ask and answer questions about habitats.
- To identify how an animal is suited to its habitat.
- To explain how living things are dependent on each other.
- To describe how animals get their food.

**Working Scientifically**

- To ask simple questions and recognizing that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.

**Animals Including Humans**

- To describe how animals change as they grow.
- To match animals and their babies.
- To describe humans as they grow.
- To set up a test to see if children are faster when they are older.
- To describe the basic needs of animals and humans.
- To ask and answer questions about pets.
- To give reasons why humans need to exercise.
- To identify healthy and unhealthy foods, suggesting how much of them I should eat.
- To suggest ways to improve my diet.
- To know how and why I should keep myself clean.
- To look closely and record what I can see.

**Working Scientifically**

- To ask simple questions and recognizing that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.

**The Environment**

- To describe what is the environment.
- To think of ways how we can help the environment.
- To know what happens to plastic and other waste when you throw it away.
- To know where electricity comes from.
- To find out the different ways to get electricity.

**Plants**

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

<p><b>Humanities</b></p>	<p><b><u>Houses</u></b></p> <ul style="list-style-type: none"> <li>● To describe different kinds of buildings with more ambitious vocabulary choices.</li> <li>● To make accurate comparisons between buildings in the past and the present.</li> <li>● To learn about the lives of Inuits.</li> <li>● To investigate and identify a variety of homes today.</li> <li>● To investigate similarities and differences between homes.</li> <li>● To find out about the Yanomami people of the Amazon</li> <li>● To explore homes built a long time ago and identify their features.</li> <li>● To understand and explore a nomadic way of life</li> <li>● To find out what Victorian homes were like inside.</li> <li>● To learn about the Maasai people.</li> <li>● To identify and explore objects in a Victorian home and their uses.</li> <li>● To learn about homes that are underground</li> <li>● To compare different homes around the world</li> </ul> <p><b><u>Castles</u></b></p> <ul style="list-style-type: none"> <li>● To find out who built the first castles in the UK and why.</li> <li>● To find out why some castles were built on hills</li> <li>● To find out about UK castles that were built by the Normans.</li> <li>● To find out which physical land features made castles easier to defend.</li> <li>● To find out about the structure of medieval castles.</li> <li>● To name and locate UK capital cities and their castles.</li> <li>● To find out about the people living in medieval castles.</li> <li>● To devise a simple map and use and construct a simple key.</li> <li>● To find out about how the common people were treated in medieval times.</li> <li>● To use line to create a picture in the style of the Bayeux Tapestry.</li> </ul>	<p><b><u>What A Wonderful World.</u></b></p> <ul style="list-style-type: none"> <li>● To identify what makes a country unique and describe this in a positive way.</li> <li>● To be able to locate Europe on a world map and discuss France and Britain.</li> <li>● To describe Brazil's geographical features and culture.</li> <li>● To write an acrostic poem.</li> <li>● To identify similarities and differences between two countries.</li> <li>● To be able to locate Asia on a world map and explore the features and characteristics of China.</li> <li>● To be able to locate Australia on a world map and identify some of its features and characteristics.</li> <li>● To be able to locate Africa on a world map and explore the features and characteristics of Kenya.</li> <li>● To be able to identify North America on a world map and explore the characteristics and features of the USA.</li> <li>● To be able to locate Antarctica on a world map and identify some of its features and characteristics.</li> <li>● To be able to compare and describe countries and their attractions.</li> </ul> <p><b><u>Amazing Africa</u></b></p> <ul style="list-style-type: none"> <li>● To be able to describe where Kenya is located in the world using keywords.</li> <li>● To be able to describe Kenya's key characteristics.</li> <li>● To be able to use an atlas independently to locate Kenya on a world map.</li> <li>● To be able to draw a freehand map of Kenya. Including the main cities, oceans, rivers and mountains.</li> <li>● To be able to independently research unfamiliar countries.</li> <li>● To be able to describe the features and attractions of a national park and explain how this is different to a game reserve.</li> <li>● To be able to use persuasive writing to</li> </ul>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>● To find out when Christopher Columbus lived and what he was trying to achieve.</li> <li>● To find out about Christopher Columbus's journey and what he discovered.</li> <li>● To explore the impact of Columbus's voyages and what he brought back to Europe.</li> <li>● To find out who Neil Armstrong is and why he is remembered today.</li> <li>● To find out about Neil Armstrong's landing on the moon and the impact this had on the world.</li> <li>● To be able to compare the lives and achievements of Columbus and Armstrong.</li> <li>● To use what they have learnt about Columbus and Armstrong to evaluate their achievements.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To find out about how the Tower of London's use has changed over time.</li> <li>• To use line to create a picture in the style of the Buck brothers.</li> <li>• To find out about medieval musical instruments and their use in castles.</li> <li>• To create a painting in the style of James Paterson.</li> <li>• To design tools used in medieval castles.</li> <li>• To design and make a medieval castle.</li> </ul>	<p>describe tourism in Africa.</p> <ul style="list-style-type: none"> <li>• To find out which animals are native to Africa.</li> <li>• To be able to explain why animals migrate.</li> <li>• To learn about endangered species and how people can help.</li> <li>• To be able to compare and contrast the Maasai way of life with our own.</li> </ul>	
<p><b>PSHE</b></p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To identify the people who love and care for them and what they do to help them feel cared for</li> <li>• To learn about about different types of families including those that may be different to their own</li> <li>• To understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>• To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• To learn about how people make friends and what makes a good friendship</li> <li>• To learn about how to recognise when they or someone else feels lonely and what to do</li> <li>• To learn simple strategies to resolve arguments between friends positively</li> <li>• To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>• To learn about what is kind and unkind behaviour, and how this can affect others</li> <li>• To learn about how to treat themselves and others with respect; how to be polite and courteous</li> <li>• To recognise the ways in which they are the same and different to others</li> </ul>	<p><b>Ourselves - Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• To learn about growing and changing from young to old and how people's needs change</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• To know that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• To learn about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• To know how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• To recognise the ways they are the same as, and different to, other people</li> <li>• To know about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• To learn about the role of the internet in everyday life</li> <li>• To know that not all information seen online is true</li> <li>• To understand the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> </ul> <p><b>Health and Wellbeing</b></p>	<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• To understand how feelings can affect people's bodies and how they behave</li> <li>• To recognise what others might be feeling</li> <li>• To recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>• To think about ways of sharing feelings; a range of words to describe feelings</li> <li>• To think about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• To think about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• To recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>• To know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• To learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> </ul>



	<ul style="list-style-type: none"> <li>To listen to other people and play and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>To learn about what keeping healthy means; different ways to keep healthy</li> <li>To know about foods that support good health and the risks of eating too much sugar</li> <li>To know about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>To understand why sleep is important and different ways to rest and relax</li> <li>To learn simple hygiene routines that can stop germs from spreading</li> <li>To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>To know about the people who help us to stay physically healthy</li> <li>To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>	<p><b>Ourselves - Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To understand about preparing to move to a new class/year group</li> <li>To recognise what makes them special</li> <li>To recognise the ways in which we are all unique</li> <li>To identify what they are good at, what they like and dislike</li> <li>How to manage when finding things difficult</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>To understand what they can do to help look after their environment</li> </ul>
<p><b>Computing</b></p>	<p><b><u>E-safety – develop understanding</u></b></p> <ul style="list-style-type: none"> <li>To use technology – develop keyboards skills, typing speed using programmes and games.</li> <li>To understand the safe use use of technology</li> </ul> <p><b><u>Coding: Hour of Code</u></b></p> <ul style="list-style-type: none"> <li>To practice coding skills on code.org based on their previous skill and knowledge.</li> </ul>	<p><b><u>E-Safety</u></b></p> <ul style="list-style-type: none"> <li>To learn how to share images/videos</li> </ul> <p><b><u>Using data</u></b></p> <ul style="list-style-type: none"> <li>To use graphs, pictograms, branching databases.</li> </ul> <p><b><u>Using the internet</u></b></p> <ul style="list-style-type: none"> <li>To link to topic – how can this be used to help us research?</li> </ul> <p><b><u>E-safety</u></b></p> <ul style="list-style-type: none"> <li>To search safely</li> </ul> <p><b><u>Creating and publishing</u></b></p> <ul style="list-style-type: none"> <li>To learn about word processing (changing font, colour, adding images etc) saving and loading work</li> </ul>	<p><b><u>Modelling and simulations</u></b></p> <ul style="list-style-type: none"> <li>To explore changing variables.</li> <li>To communicate and collaborate online – looking at different ways messages can be sent.</li> </ul> <p><b><u>Communicating and collaboration</u></b></p> <ul style="list-style-type: none"> <li>To continue to contribute to class email – incorporate postcards – write to children in another year group.</li> </ul> <p><b><u>E-Safety</u></b></p> <ul style="list-style-type: none"> <li>To learn about cyber-bullying, sharing personal information.</li> </ul>

<p><b>Art and Design &amp; Technology</b></p>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of textiles to explore the topic of: House and Castles.</li> <li>• To research and study the life and artworks of the focus artist: Grayson Perry.</li> <li>• To know about more of the forms used by artists in their work.</li> <li>• To use a variety of materials and processes.</li> <li>• To suggest more ways of improving their own work.</li> <li>• To comment on works of art with increasing insight and complexity of language</li> <li>•</li> </ul> <p><b><u>Design &amp; Technology</u></b></p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of print to explore the topic of: The World and Africa.</li> <li>• To research and study the life and artworks of the focus artist: Henri Rousseau.</li> <li>• To better understand that the work of artists can be seen in a wide variety of places and situations.</li> <li>• To use an increasing range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of collage to explore the topic of: Explorers.</li> <li>• To research and study the life and artworks of the focus artist: Antoni Gaudi.</li> <li>• To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To know the work of an increasing range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b><u>Design &amp; Technology</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• To explore and evaluate a range of existing products.</li> </ul> <p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• To understand where food comes from.</li> </ul>
<p><b>Music</b></p>	<p><b><u>Singing and dancing</u></b></p> <ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>• To sing basic call and response songs and chants from around the world</li> <li>• To learn simple songs from videos with words on screen (link to literacy) and then</li> </ul>	<p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• To play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>• To perform basic call and response on a variety of untuned percussion instruments.</li> </ul>	<p><b><u>Tuned instruments/Songs</u></b></p> <ul style="list-style-type: none"> <li>• To play tuned and untuned instruments musically</li> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul> <p>Learning progression:</p>

	<p>performing without words (memory recall). All songs will be presented in a 'singing along with a musician setting (i.e no basic singing along with videos as the task)</p>	<p>(Higher level will include singing along at the same time.)</p> <ul style="list-style-type: none"> <li>To recall the different types of sounds that untuned instruments make (shake, bang, clang etc).</li> <li>To perform solo in front of class/creation of rhythm for call and response.</li> </ul>	<ul style="list-style-type: none"> <li>To perform basic call and response on a variety of tuned percussion instruments. (Higher level will include singing along at the same time.)</li> <li>To perform simple 2 or 3 note patterns on a limited number of pitches.</li> <li>To perform a combination with words or untuned percussion.</li> <li>To sing/perform solo in front of class</li> </ul>
<p><b>Physical Education</b></p>	<p><b><u>Fundamental movement skills</u></b></p> <ul style="list-style-type: none"> <li>To show balance and coordination when running at different speeds.</li> <li>To show hopping, skipping and jumping movements with some balance and control.</li> <li>To show balance when changing direction.</li> <li>To roll a ball to hit a target.</li> <li>To track a ball and collect it.</li> <li>To dribble a ball with my hands and feet with some control.</li> <li>To send and receive a ball using both kicking and throwing and catching skills.</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>To plan and repeat simple sequences of actions.</li> <li>To use shapes when performing other skills.</li> <li>To use directions and levels to make my work look interesting.</li> <li>To perform the basic gymnastic actions with some control and balance.</li> <li>To perform a range of jumps off apparatus</li> <li>To perform basic balance, roll and jump sequences using apparatus</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To show balance and coordination when running at different speeds and in different directions.</li> <li>To can link running and jumping movements with some control and balance.</li> <li>To jump and land with control.</li> <li>To develop throwing for distance.</li> <li>To show good technique when throwing towards a target.</li> <li>To work collaboratively with others and make safe choices..</li> </ul>
<p><b>Swimming</b></p>	<p>The following objectives are <b>stage 3</b> guidelines from Swim England. All students in year 2 should be working towards (or meeting) the following objectives:</p> <ul style="list-style-type: none"> <li>To jump in from the poolside and submerge.</li> <li>To sink, push away from the wall and maintain a streamlined position.</li> <li>To push and glide on the front with arms extended and log roll onto the back.</li> <li>To push and glide on the back with arms extended and log roll onto the front.</li> <li>To travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</li> <li>To fully submerge to pick up an object.</li> <li>To correctly identify three of the four key water safety messages.</li> <li>To push and glide and travel 10 metres on the back.</li> </ul>		

	<ul style="list-style-type: none"> <li>● To push and glide and travel 10 metres on the front.</li> <li>● To perform a tuck float and hold for three seconds.</li> <li>● To exit the water without using steps.</li> </ul> <p>All Swim England <b>stage guidelines</b> are available to see. Please ask a member of the BSU PE team.</p>		
<b>Mongolian</b>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>● To classify cursive and print letters</li> <li>● To sort vowels</li> <li>● The long and short vowel</li> <li>● To rewrite tasks</li> <li>● An auxiliary vowel</li> <li>● To listen and discuss stories</li> <li>● To identify, read and write an auxiliary vowel</li> <li>● The vowel-consonant</li> <li>● To learn , write and read open and closed vowel</li> <li>● “Grow Plant” /textbook page 138/</li> <li>● To review vowel-consonant</li> <li>● Non-vocalized consonant</li> <li>● The folk tales</li> <li>● “The Fisher Cat”/textbook page 132/</li> <li>● To practice reading, writing and activities</li> <li>● Four special consonant</li> <li>● “Four seasons”/ textbook page 151/</li> <li>● Letter “ᠪ” and “ᠸ”</li> <li>● To read and write with letter “ᠪ” and “ᠸ”</li> <li>● Mongolian Alphabet</li> <li>● To learn Alphabets</li> <li>● The Capital Letter</li> <li>● To use capital letter correctly</li> <li>● To learn prepositions</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>● To use prepositions in sentence</li> <li>● To learn syllable</li> <li>● To classify syllable</li> <li>● To understand meaning of story called “The Wise Boy”</li> <li>● To analyze text called “Wrong Pen”</li> <li>● The folk tales</li> <li>● To build words using syllable</li> <li>● “Friends with the Book” poem</li> <li>● “Water”/textbook page 155/</li> <li>● To play the role with fairytale character</li> <li>● Conjunction</li> <li>● To practice reading and writing</li> <li>● The folk tales</li> <li>● Sentence</li> <li>● Difference between word and sentence</li> <li>● To make sentence</li> <li>● To review reading, writing and listening</li> <li>● “Tavan zus” /textbook page146/</li> <li>● To learn to name cubs</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>● To classify basic and supporting vowel</li> <li>● To classify basic and supporting words</li> <li>● The folk tales</li> <li>● “Art Book” /textbook page 156/</li> <li>● Riddle</li> <li>● “Knucklebone” /textbook page 148/</li> <li>● “Brothers”/ textbook page 150/</li> <li>● The Three of Earth</li> <li>● The folk tales</li> <li>● “The Grain”/ textbook page 152/</li> <li>● To play the role with fairytale character</li> <li>● “Curious Gazellas” /textbook page 157/</li> <li>● “A Little Hoglet” / textbook page 158-159/</li> <li>● “A Turtle and Rabbit”/textbook page 160-161/</li> <li>● “A Flower and Petal”/textbook page 167/</li> <li>● “Red Cow”/ textbook page 143/</li> <li>● To learn to answer the questions, Who? What? and Why?</li> <li>● To classify How? What? and Why? questions</li> </ul>