

ISO  
Curriculum  
Guide

Year

2



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## School Aims and Objectives

The mission statement, philosophy and objectives are fully incorporated within the taught curriculum, hidden curriculum and co-curricular activities.

## Mission Statement and Aims

Our goal is to provide the students of the International School of Oradea with the best possible programme of academic and personal development in a challenging and supportive environment.

## Philosophy

At the International School of Oradea:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of others, and ourselves and for the good of both the local and wider international community.

## Objectives

- We aim to foster a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum, which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of co-curricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.

- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child’s education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Romania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

## Primary School Organisation

The aim of this curriculum Guide is to inform parents about the curriculum we follow at ISO; the subjects your children will learn at ISO, the teaching and learning strategies we use to deliver lessons in the classrooms, the methods of assessment we use to measure the progress the children have made. The details of the topics and learning objectives taught in each year group can be found in the final section.

The International School of Oradea follows the English National Curriculum and the Cambridge Curriculum. The school is divided into 6 developmental stages. The Early Years Foundation Stage, and Key Stages 1 and 2 form the Primary School. Key Stages 3, 4 and 5 form the Secondary School and Sixth Form.

As the children move up through the school they will pass through 6 stages of Education:

### Primary

Early Years Foundation Stage (EYFS): consists of Pre –Foundation, Foundation 1 and Foundation 2 classes



Key Stage 1: Years 1 and 2



Key Stage 2: Years 3, 4, 5 and 6

The Early Years Foundation Stage Framework, the English National Curriculum Programmes of Study and Chris Quigley’s Progression in Skills provide the framework for the skills and Content: we teach at ISO. The Content of the Programmes of Study are adapted to ensure ISO is cultural inclusive and meets the needs of all the children we teach in the context in which we live.

## Primary School Year Groups

The English National Curriculum is carefully devised to match the level of cognitive, personal, social and emotional development of children. For this purpose children are placed in the class that matches their chronological age unless there are exceptional circumstances.

Exceptional circumstances may include:

- Children moving from another education system in which school begins post 5 years old.
- Additional educational needs.

ISO admits children into the Pre-Foundation 1 class from 2 years and 6 months old. The 'cut off' date for each academic year is 31<sup>st</sup> August.

Year Group	Age
<b>Pre- Foundation</b>	<b>2-3</b> <i>The child must be 3 before the 31<sup>st</sup> August to move to Foundation 1</i>
<b>Foundation 1</b>	<b>3-4</b> <i>The child must be 4 before the 31<sup>st</sup> August of the year in Foundation 1</i>
<b>Foundation 2</b>	<b>4-5</b> <i>The child must be 5 before the 31<sup>st</sup> August of the year in Foundation 2</i>
<b>Year 1</b>	<b>5-6</b> <i>The child must be 6 before the 31<sup>st</sup> August of the year in Year 1</i>
<b>Year 2</b>	<b>6-7</b> <i>The child must be 7 before the 31<sup>st</sup> August of the year in Year 2</i>
<b>Year 3</b>	<b>7-8</b> <i>The child must be 8 before the 31<sup>st</sup> August of the year in Year 3</i>
<b>Year 4</b>	<b>8-9</b> <i>The child must be 9 before the 31<sup>st</sup> August of the year in Year 4</i>
<b>Year 5</b>	<b>9-10</b> <i>The child must be 10 before the 31<sup>st</sup> August of the year in Year 5</i>
<b>Year 6</b>	<b>10-11</b> <i>The child must be 11 before the 31<sup>st</sup> August of the year in Year 6</i>

## The Early Years Foundation Stage

The Foundation Stage establishes patterns and attitudes for the whole of your child's school life. It is vital that your child has a positive and fulfilling experience to prepare them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure and support their development, care and learning needs.

The EYFS framework sets out welfare and developmental goals for children from birth to five years old. It is a comprehensive programme which includes:

- The requirements recommended to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the Skills and Objectives: year; these expectations are called the 'Early Learning Goals (ELGs)'

## Learning and Development

The Early Years Foundation Stage is a framework for children up to the age of five, setting out 7 key areas of learning around which activities should be based.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are incorporated into the planning of your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs, suitable for very young children, and designed to be really flexible so that staff can follow your child's individual needs and interests.

Children in the EYFS learn by playing and exploring, being active, and questioning the world around both indoors and outside.

### **How can I help my child?**

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a difference to them as a learner.

### **Key Stage 1 and 2**

Key Stage 1 incorporates Year One and Year Two and Key Stage 2 includes Years 3, 4, 5 and 6.

During this phase of education children make the transition from learning through play to a more formal style of teaching and learning.

### **What Subjects Do the Children Learn?**

Teachers plan the curriculum based upon the English National Curriculum, the Cambridge Primary Curriculum and the Progression in Skills.

The English National Curriculum is comprised of twelve subjects and these are classified as core subjects and foundation subjects. Each subject has a programme of study which sets out the Content, skills and processes to be taught to all pupils. Integral to all learning in the Primary School is the development of critical and creative thinking.

### **Core Subjects:**

ISO teaches the core subjects through the Cambridge Curriculum, which is written in accordance with the National Curriculum. The Cambridge Curriculum Programmes of Study provide a second language option for second language children. It also provides an opportunity for children to complete a standardised assessment at the end of each year. For more information on assessment please refer to the Assessment in Primary section. The curriculum is taught through an enquiry based approach. The programmes of study provide a comprehensive set of objectives; the objectives are progressive and describe in detail what the learner should know or be able to do by the end of each year of their primary education.

**English:** Children in Key Stages 1 and 2 have one fifty minute session of English per day. In Key Stage 1 children also have a 20 minute phonics lesson per day and a 20 minute guided reading session per day. In Key Stage 2 children have a 30 minute guided reading session per day; phonics is incorporated into guided reading activities. Lessons are planned to include a balance of all elements of the English curriculum. Learning is divided into 5 strands: Phonics, Spelling, Vocabulary, Grammar, and Punctuation. Grammar and Punctuation is further divided into Reading and Writing to reflect the different ways grammar and punctuation can be applied. Reading, Writing and Speaking and Listening encourage the development of thinking skills and intellectual engagement.

Follow the link to find out more: <http://www.cie.org.uk/images/23894-cambridge-primary-english-curriculum-framework.pdf>

**Mathematics:** Children in Key Stages 1 and 2 have one fifty minute session of Mathematics per day. They also have one 50 minute session of problem solving per week. Learning is divided into 5 strands: Number, Geometry, Measure, Handling Data, and Problem Solving. The first four Content strands are underpinned by problem solving, providing opportunities for children to apply the skills they are learning to real problems. Mental strategies (calculation) are also a key part of the number strand.

Follow the link to find out more: <http://www.cie.org.uk/images/25127-cambridge-primary-maths-curriculum-framework.pdf>

**Science:** Children in Key Stages 1 and 2 have two fifty minute lessons of Science per week. Science is divided into units of study and throughout every year in Primary children cover units with a Biology, Chemistry or Physics focus. Scientific Enquiry is integrated into all the units, children are expected to give ideas and evidence, plan investigative work, obtain and present evidence and evaluate and analyse evidence.

Follow the link to find out more: <http://www.cie.org.uk/images/25128-cambridge-primary-science-curriculum-framework.pdf>

### **Foundation Subjects:**

Art and Design: Design Technology: Computing: Geography: History: Modern Foreign Languages: Music: Physical Education

The programmes of study for the Foundation Subjects can be seen in full via this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>. ISO also use Chris Quigley's 'Progression in Skills' to supplement our planning and ensure all our subjects are taught with a skills focus. The skills are sequential and become increasingly complex as children progress through the school. The curriculum in the Primary School forms the foundation for studies in the Secondary School. *(NB Words in italics are taken directly from the National Curriculum)*



## **Art and Design**

Art lessons in the Primary School are taught through the topic. The Teacher provides opportunities for the children to experiment with a variety of media- pencil, water colour, charcoal, clay, textiles and collage. Children learn how to use tools correctly and develop their skills through a variety of contexts and applications. Art lessons aim to provide opportunities for children *'to produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other design techniques. To analyse and evaluate creative works using the appropriate language. To know about great artists, craft makers and designers and understand the historical and cultural development or their art forms.'*

## **Design Technology**

Design Technology at ISO is taught through the topic in a cross curricular way. Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils design and make products that solve real and relevant problems within a variety of contexts. Throughout the year the Design Technology lessons aim *'to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We aim to give the children the experience of building and applying a repertoire of knowledge, understanding and skills in order to design and make high quality proto-types and products for a wide range of users. We aim to teach children to be able to evaluate and test their ideas and products and the works of others. We also aim to give children the opportunity to understand and apply the principals of nutrition and learn how to cook.'*

## **Computing**

Primary students have one 50 minute session of Computing per week. They are taught in the Computer lab with a specialist. The teacher plans closely with the class teacher to include cross curricular links with topics where possible. Children learn the skills of word processing, build data bases and design presentations using PowerPoint. Children in KS2 are also taught how to stay safe on the Internet. Computing lessons ensure pupils will be able *'to understand and apply the fundamental principles of computer science, including algorithms, abstraction, logic and data representation. They will be expected to analyse problems in computational terms and have repeated practical experience of writing computer programmes to solve such problems. We aim for the children to be responsible, competent, confident and creative users of information communication technology'*.

## **Geography**

Geography topics may be taught as a main focus for the term or as a supplementary subject in a Science or History based topic. In all our Geography teaching our goal is to inspire in pupils a curiosity and fascination about the world. We aim to achieve this by developing knowledge of their location, eg Bucharest, but also to compare and contrast with other locations, where possible including the students' native countries and other globally significant places on the planet and in the sea. We aim to foster a

respect for the environment and encourage a sense of responsibility in safeguarding the planet for future generations. We aim to develop an understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and change over time. We will also give children the opportunity to develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork. Children will be taught the skills to interpret a range of sources of geographical information including maps, globes and photographs and communicate geographical information in a variety of ways including maps, charts and written reports.

## **History**

At ISO History topics may be taught as a main focus for the term or as a supplementary subject in a Science or Geography based topic. Our goal is to inspire children's curiosity to know more about the past and understand the complexity of people's lives and the process of change. We aim to equip children with the skills to evaluate sources of evidence, ask perceptive questions, think critically, weigh evidence, sift evidence and develop perspective and judgement.

## **Modern Foreign Languages:**

The importance and value of learning languages is heightened in the international school setting and at ISO the teaching of languages is given a high priority. We feel it is important that children learn the language of the host country. Children in Years 1-6 have two lessons of Romanian per week. Children are divided into 3 groups according to their level of understanding. Lessons are prepared for First language students and Second language students. Turkish is offered for children from Years 1-6 whose first language is Turkish. In Year 6 children also have the opportunity to study an additional language, Spanish, Turkish or French for one session a week. These lessons are taught by specialist language teachers and follow the programmes of study of the National Curriculum of England and Wales. The aims of which are; *'to ensure children understand and respond to spoken and written language from a variety of authentic sources. To enable children to speak with increasing confidence, fluency and spontaneity and to continually improve their pronunciation and intonation. We will give children opportunities to write at length for different purposes and audience.'*

## **Music**

Music is taught by specialists at ISO. Early Years children have two sessions of Music a week. Children from Year 1 to Year 6 have one session of Music a week. Children have the opportunity to sing, compose music and appreciate music from different cultures around the world. Children may also benefit from peripatetic music tuition. Instrumentalists visit the school every week to offer private tuition for the piano, guitar, drums, voice and violin. Children may opt for an hour's lesson or 30 minute lesson per week. Throughout the year activities are planned to meet the following National Curriculum aims; *'to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and*

*traditions, including the works of the great composers and musicians. Children will learn to sing and use their voices and to create and compose music independently and in groups. They will also have the opportunity to learn a music instrument; to use technology appropriately and have the opportunity to progress to the next level of excellence. Children will understand and explore how music is created, produced and communicated through pitch, dynamics, temp, timbre, texture, structure and appropriate musical notations.'*

### **Physical Education**

Children from Foundation 1 to Year 6 have two sessions of PE per week. These lessons are taken with specialist PE teachers. The lessons aim *'to develop competence to excel in a broad range of physical activities, provide the opportunity for children to be physically active for sustained periods of time, enable engagement in competitive sports and activities, to encourage children to live healthy, active lives. Teachers plan to fulfil these aims, planning a different focus for each term: games, dance, gymnastics, swimming, athletics and outdoor adventurous activities.'*

### **Citizenship and PSHE (personal, social and health education)**

The personal and social wellbeing of our children is paramount in all our actions at ISO. To supplement this implicit curriculum we also follow the English National Curriculum programme of study for PSHE. Children are taught PSHE for one session a week. The lessons provide opportunities for children to discuss issues that concern them with their peer group in a safe and secure environment. Each term has a theme. The theme is introduced as a whole school assembly, teachers plan activities in the classroom which may involve a circle time. The PSHE curriculum is available to discuss with your child's teacher. In Year 6 there will be an opportunity for parents to view materials and discuss the Personal Wellbeing scheme of work with the teacher; if there is any content you would prefer your child not participate in due to cultural sensitivity we do operate an opt out clause for pupils during these sessions.

**Term 1:** New Beginnings

**Term 2:** Dealing with Difficult Situations

**Term 3** Friendship and Bullying

**Term 4** Active member of Society

**Term 5** Personal Wellbeing

## Co-curricular

We recognise the importance of co-curricular activities. They are an integral part of our students' holistic education. Through participating in co-curricular activities students discover their interests and talents while developing values and skills that will prepare them for a rapidly changing world. Co-curricular activities also promote friendships with children outside their normal peer group, but with children who have similar interests and aptitudes. Participation in such activities fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school and community. Co-curricular activities take place after school every day from 3:15 pm until 4:15 pm. Children can sign up for the activities on the Website at the beginning of the session. The sessions run from September to December, January to April, and April to June.

Primary children also participate in a year group production during each academic year. We aim to provide children with the opportunity to perform in front of an audience, singing, acting, narrating or playing an instrument.

## Themed Weeks

Throughout the year the Primary School incorporates themed weeks to add an extra dimension to learning. Health and Fitness Week, Book week, International week, Arts and Humanities and Maths all have specific weeks allocated. During these weeks teachers raise the focus of the subject. Children across the school, participate in competitions and activities and events related to a specific subject area.

## How Do Children Learn at ISO?

The Primary pupils at ISO learn through a thematic approach. **Cross curricular links** are made across the subject areas. Topics are planned to incorporate all the subjects across the year. Some topics have a strong History focus and others will be Geography focused. Children will not have all subjects every week. It may occur that one term the topic will be heavily focused on History and the next term may have a Geography focus. (Repeated sentence) All subjects are balanced throughout the year to ensure all the objectives and skills are covered from the National Curriculum for the year group.

Here is an overview of the topics taught in Primary:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
<b>Year 1</b>	Who Am I?	Toys	Houses and Homes	Dinosaurs	Let's Go on Holiday
<b>Year 2</b>	The Middle Ages	Celebrations	Materials	The Natural World	Our Place
<b>Year 3</b>	Airports	The Active Planet	Chocolate	Painting, Pictures and Photos	Rainforests
<b>Year 4</b>	Around the World	Ancient Egyptians	Insulators and Conductors	Invaders and Settlers	Habitats
<b>Year 5</b>	Fit for Life	Myths ,Legends and Beliefs	Shipwrecked	Astronomy and Space	Coastlines
<b>Year 6</b>	Investigating Rivers and Mountains	Famous People	What a Performance	Factories	16 <sup>th</sup> Century Explorers

Teachers plan each subject focusing on the skills specific to each subject; skills are taught in the context of the topic. The integrated learning themes provide children with multiple perspectives on the subject. Research has taught us this not only broadens children's understanding but helps children learn in greater depth. Topics may also provide the context to apply skills children are learning in English.

In Term 1 Year 3 will be covering the topic '**Airports**', here are some examples of the objectives children cover across the subject areas:

## Computing

### PC Components

Combining text and graphics to label the parts of a helicopter/airplane and complete the gaps using copy/paste in a text about hot air balloon.

I can use a variety of software to accomplish given goals

I can design and create Content:

I can present information

## Art and Design

### Design own plane and logo

Use a number of sketches to base my work on

Annotate my sketches in my art sketchbook to explain my ideas

Sketch lightly (so I do not need to use a rubber)

Cut precisely

Comment on similarities and differences between my own and others' work

Adapt and improve my own work

## Geography

### Plan a trip from Romania abroad

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## History

### History of Flight and man's desire to fly

Understand and use the words past and present when telling others about an event

Use information to describe the past

Use information I have found out about the past to describe the differences between then and now

Look at books and pictures (And: listened to stories, pictures, photographs, historic buildings, visit to a museum, used the internet.)

Tell stories about the past using my story writing skills

### Make a Hot Air Balloon

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate ideas and products against their own design criteria and to consider the views of others to improve their designs

Primary students participate in Educational visits in all year groups. Educational visits are integral to their learning in school and they are compulsory. Educational visits provide the real life context for the programmes of study we are teaching in the classroom. Children have the opportunity to participate in a visit to a local area of interest at least once per term. There are five terms per academic year.

Residential visits also form a valuable part of the school curriculum. Children from Years 3-6 are offered the opportunity to participate in residential visits. Year 3 students currently visit Bran for a one night stay. Year 4 students visit Cheile Gradistei for two nights, Year 5 visits Constanta for three nights and Year 6 visit Brasov for three nights. Years 3, 4 and 5 residential visits take place in Term Five. The Year 6 residential takes place in Term One. We strongly encourage ALL students to participate in the residential visits. For many children this is their first experience away from home without parents. This is a valuable experience to increase independence and develop their social skills. Every effort is made to ensure the children are safe and enjoy the visit. Risk assessments are completed before the visit and all preparations are monitored carefully by the Deputy Principals. Heads of Year organise parent meetings to discuss the visits and allay any concerns you may have.

## Assessment in the Primary School

### Early Years Foundation Stage

In the Early Years Foundation Stage teachers use on-going formative assessment; children are assessed continuously throughout the school year according to their age in months. The curriculum is split into 7 age bands, these age bands overlap as children's development is individual and each child develops at their own rate. Assessment of children is made through observations of the children during teacher led and self-chosen activities. This information is then used to inform the planning for each class to ensure all the needs of the children are met. As children progress through the Foundation Stage teachers will be assessing if they are meeting the criteria in each area of the curriculum and if children are working in the appropriate age band. At the end of the Foundation Stage each child in Foundation 2 will be assessed as to whether they are 'Emerging, Expected or Exceeding' expectations for their age. During each year

children spend in Early Years class teachers will be keeping an 'individual pupil profile' this will contain photographic observations as evidence of learning.

## Key Stage 1

Research has shown that there is little benefit derived from administering summative (end of term and end of year assessments) with students in Key Stage One. In fact it has been found to have a negative impact on students' learning at this young age. In accordance with the Cambridge Framework teachers continuously assess the learning of the students in their classes on a daily basis. At The International School of Oradea our teachers employ a range of formative assessment techniques to assess the learning and progress of each child. We believe that formative assessment helps to create a positive learning environment in the classroom. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. It is also the means by which pupils understand what they have achieved and what they need to work on.

## Key Stage 2

### Assessment for Learning (Formative Assessment)

The Teacher assesses your children every lesson. Teachers ask challenging questions, they discuss ideas and the concepts they are learning about to check the depth and breadth of understanding. Teachers mark books and give feedback that indicates the next steps to learning. Teachers use assessment information and adjust their planning taking into account the children's learning; additional work may be given to support learning or challenge learners as necessary. Self-assessment is a valuable part of learning and teachers often incorporate this into their plenary sessions. Self-assessment encourages children to identify what they need to improve and set realistic targets for themselves.

### Assessment of Learning (Summative)

Assessment of Learning takes place when children have completed a unit or units of work and the teachers wish to see how much progress has been made. Each Unit of work may last 3-4 weeks. Teachers in Key Stage 2 will assess all children in reading, writing, maths and science at regular intervals throughout the year. All test results will be sent to parents on Educare. Parents are welcome to view the test papers but these must remain in school for the teachers to analyse for planning purposes.

### Cambridge Progression Tests

Cambridge Progression Tests will take place in Years 3, 4, 5 and 6 at the end of the Spring Term or the beginning of the Summer Term depending on when the school holidays are set. The dates will be confirmed on the school calendar during the Autumn term. These tests will cover units of work the children have completed during the year. Children will take Progression tests in English, Maths and Science. The tests are marked by the teachers in school. The marking schemes are rigorously applied and papers are moderated; the results are then uploaded onto the Cambridge website for analysis.

Children are placed into three bands; **Bronze**: working below expected level; **Silver**: working at the expected level for age group and **Gold**: working above the expected level.

The children take these tests as an indicator of the progress they have made in one academic year. The



results of the tests help teachers to understand strengths and weaknesses and help them plan to improve children's performance. **The results will not be used to decide the classes children will be placed in.** The results of the tests will be shared with parents in the end of year reports; there will be an opportunity for you to discuss the results with the teachers. These tests are standardised and give us the opportunity to compare how our students are performing with schools in the UK and Internationally. There will be a parents' meeting in the Spring Term to provide more information about the Cambridge Progression tests.

## Records of Assessment in the Primary School

At ISO we maintain records of children's assessment to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to pass on accurate information to other teachers and other schools when children move on from ISO, and to be able to provide evidence of your child's achievement during parent consultation evenings. Records can be kept in a variety of ways.

- Parents are continuously updated with regards to the progress of their child through Educare, parent teacher consultations and through other meetings where necessary.
- Teachers use a tracking system to record progress and to identify next steps for learning in reading, writing and Maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Profile Folders contain a record of the progress made by children throughout their time at International School of Oradea (Primary).
- The SSS Register (*Student Support Services - formally known as SEN*) and Intervention Trackers ensure that children with identified special educational needs, those children who are not making the expected progress or are excelling are supported appropriately and their needs assessed regularly.
- Pupil Progress Profiles and the tracking information for reading, writing and maths are kept by each class teacher, which is passed on to the receiving teacher at the end of each academic year.

## Curriculum Objectives

### Year 2

#### Term 1:1

### Living in the Middle Ages

#### English

**Content:**

Reference texts

Non chronological reports

Poetry

**Skills:****Writing**

Write simple evaluations of books read

Use features of chosen text type

Use simple non-fiction texts as a model for writing

Make simple notes from a section of non-fiction texts, e.g. listing key words

Form letters correctly and consistently

Practice handwriting patterns and the joining of letters

Use the structures of familiar poems and stories in developing own writing

**Reading**

Read aloud with increased accuracy, fluency and expression

Locate words by initial letter in simple dictionaries, glossaries and indexes

Find factual information from different formats, e.g. charts, labelled diagrams

Identify general features of known text types

Show some awareness that texts have different purposes

Explore a variety of non-fiction texts on screen

Find answers to questions by reading a section of text

Begin to develop likes and dislikes in reading

Use phonics as the main method of tackling unfamiliar words

Extend the range of common words recognised on sight

Read poems and comment on words and sounds, rhyme and rhythm

**Speaking and Listening**

Listen carefully and respond appropriately, asking questions of others  
Recount experiences and explore different possibilities  
Articulate clearly so that others can hear  
Vary talk and expression to gain and hold the listener's attention  
Attempt to express ideas precisely, using a growing vocabulary

**Phonics, Spellings and Vocabulary**

Practise blending for reading  
Practise segmentation for spelling  
Practise reading captions and sentences  
Practise previously learned letters and sounds  
Practise writing captions and sentences

**Maths**

**Content:**

Numbers and the Number System  
Calculation -Addition and Subtraction  
Geometry  
Organising data  
Problem Solving

**Skills and Objectives:**

**Number and Number System**

Say a number between any given neighbouring pairs of multiples of 10 e.g. 40 and 50  
Count, read and write numbers to at least 100-  
Read and write two-digit and three-digit numbers in figures and words  
Describe and extend number sequences and recognise odd and even numbers (find patterns in numbers)  
Understand that addition can be done in any order but subtraction cannot- subtraction is the inverse of addition and vice versa  
Derive and record related addition and subtraction number sentences (to add/subtract numbers)  
Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs (to order numbers)  
Estimate a number of objects  
Round two-digit numbers to the nearest 10 (to estimate/round numbers)  
Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number  
Use practical and informal written methods to add and subtract two-digit numbers  
Count in twos, fives and tens and use groups to count larger groups of objects-Count up to 100 objects by grouping them and counting in tens, fives or twos (count in 5s, 10s and 2s)  
Explain what each digit in a two-digit number represents, including numbers where 0 is a place holder  
Partition two-digit numbers in different ways, including into multiples of 10 and 1 (explain place value)

**Geometry**

Recognise common 2D shapes in different positions and orientations

Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties

Recognise 2D drawings of 3D shapes

Identify simple relationships between numbers and shapes

Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry

**Measure (Time)**

Know the units of time (seconds, minutes, hours, days, weeks, months and years)

Know the relationships between consecutive units of time

Measure activities using seconds and minutes

**Organising, categorising and representing data**

Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results

**Problem solving**

Explain methods and reasoning orally

Make up a number story to go with a calculation, including in the context of money

Explore number problems and solutions

Present solutions to puzzles and problems in an organised way explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences

**Science**

**Content:**

Electricity

Staying safe

Building a Circuit

Using motors, buzzers and switches

**Skills and Objectives:**

Collect evidence by making observations when trying to answer science questions

Use simple information sources

Use first-hand experience

Make and record observations

Talk about risks and how to avoid danger

Use a variety of ways to tell each other what happened

Recognise the components of simple circuits involving cells (batteries)

Use simple information sources

Predict what will happen before deciding what to do

Make comparisons

Identify simple patterns and associations

Talk about predictions (orally and in text), the outcome and why this happened

Review and explain what happened

Know how a switch can be used to break a circuit

## History

### **Content:**

Life in the Middle Ages

### **Skills and Objectives:**

Ask and answer questions about the past

Find out about the past from a range of sources

Listen to stories about the past

Identify different ways in which the past is represented

Use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past)

Find facts about the lives of significant men, women and children from the Middle e.g. artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists

Find out some facts about events that happened in the Middle ages

Answer questions about an event, using before and after to describe when something happened

Recognise why people did things, why events happened and what happened as a result, (cause and effect)

Identify differences between ways of life at different times

Look at pictures from the past and ask 'what were people doing?'

Look at objects from the past and ask 'what were they used for?'

Use evidence to show how the lives of rich and poor people from the past differed.

Use evidence to describe buildings and their uses in the past

Write in sentences things I have found out about the past

Draw pictures and write about them to tell others about the past

Select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT)

## Art and Design

### **Content:**

Make a clay pot

### **Skills and Objectives:**

Represent observations, ideas and feelings, and design and make a and artifact

Investigate the possibilities of a range of materials and processes

Try out tools and techniques and apply these to materials and processes, including drawing

Roll materials

Coil materials

## Design Technology

### **Content:**

Build a castle

### **Skills and Objectives:**

Record from first-hand observation, experience and imagination, and explore ideas

Ask and answer questions about the starting points for their work, and develop their ideas

Investigate the possibilities of a range of materials and processes

Try out tools and techniques and apply these to materials and processes, including drawing

Generate ideas and recognise that my designs have to meet a range of different needs

Make shapes from rolled up paper, straws, paper and card

Cut materials

Build structures, exploring how they can be made stronger, stiffer and more stable

Investigate the possibilities of a range of materials and processes

Work on their own, and collaborate with others, on projects in two and three dimensions and on different scales

Use a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]

Describe the materials I have used to make my structure

Make a structure

## Computing

### **Content:**

Create a multimedia presentation

Paint a picture using ICT

Present text using a word/photo collage

### **Skills and Objectives:**

Name the main computer components

Type quickly and correctly

Type and design a printable document

Create a picture using drawing tools

Understand how an algorithm works

## Physical Education

**Content:**

Games

**Skills and Objectives:**

- To be confident and safe in the spaces used to play games
- Pass a different sized ball using hands & feet (different ways of sending the balls)
- Pass a puck/bean bag using hockey stick
- Pass/hit a tennis ball using tennis rackets
- Use passes and basic games' skills in simple game situations
- Learn how to throw and tag to a moving and fix target using balls
- Explore basic skills, actions, and ideas with increasing understanding
- Remember and repeat simple skills and actions with increasing control and coordination

## Music

**Content:**

Exploring Sounds

**Skills and Objectives:**

- Use voices to sing songs, chants and rhymes
- Rehearse and perform with others
- Control pulse, rhythm and pitch
- Listen carefully and develop their aural memory
- Develop physical response
- Recognize different sound sources
- Explore different sound sources
- Focus their listening
- Explore and control musical instruments (tuned and untuned)
- Explore expressive use of sounds and use them to illustrate a story
- Learn about timbre, dynamics and tempo
- Quarter notes and the musical notes REST, Quarter notes, Eight notes and DO, RE

## PSHE (*personal, social and Health Education*)

**Content:**

New Beginnings

**Skills and Objectives:**

Think about things that are the same or different about people in my class

Know how to include others into groups to make them feel welcome  
Make a class charter  
Recognise what I am good at and what I find more challenging  
Set simple goals  
Know how to look after my new surroundings  
Why it is important to make the classroom a safe and fair place

## Term 1:2

### Celebrations

#### English

#### **Content:**

Traditional Tales and Stories from other Cultures  
Instructions

#### **Skills and Objectives:**

##### **Writing**

Write simple evaluations of books read  
Use mainly simple and compound sentences, with 'and/but' used to connect ideas  
'Because' may begin to be used in a complex sentence  
Find alternatives to 'and/then' in developing a narrative and connecting ideas  
Use the language of time, e.g. suddenly, after that  
Choose some interesting words and phrases, e.g. in describing people and places  
Structure a story with a beginning, middle and end  
Write in clear sentences using capital letters, full stops and question marks  
Begin to vary sentence openings, e.g. with simple adverbs  
Develop stories with a setting, characters and a sequence of events  
Use the structures of familiar poems and stories in developing own writing  
Begin to use dialogue in stories  
Use past and present tenses accurately but not always consistently  
Begin to re-read own writing for sense and accuracy  
Use a variety of simple organisational devices in non-fiction, e.g. headings, captions  
Write instructions and recount events and experiences  
Use features of chosen text type

##### **Reading**



Build and use collections of interesting and significant words

Discuss the meaning of unfamiliar words encountered in reading

Identify and describe story settings and characters, recognising that they may be from different times and places

Read and respond to question words, e.g. what, where, when, who, why..

Predict story endings

Make simple inferences from the words on the page, e.g. about feelings

Begin to read with fluency and expression, taking some notice of punctuation, including speech marks

Extend the range of common words recognised on sight

Use phonics as the main method of tackling unfamiliar words

Read aloud with increased accuracy, fluency and expression

### **Speaking and Listening**

Articulate clearly so that others can hear

Vary talk and expression to gain and hold the listener's attention

Listen carefully and respond appropriately, asking questions of others

Demonstrate 'attentive listening' and engage with another speaker

Use the language of time, e.g. suddenly, after that

### **Phonics and Spelling**

Build and use collections of interesting and significant words

To learn to spell at least 30 new high frequency words

To continue to build upon and consolidate knowledge of the alphabet code

## **Maths**

### **Content:**

Measures in time and money

Number and Calculations

Handling Data

### **Skills and Objectives:**

#### **Number**

Count on in ones and tens from single- and two-digit numbers and back again

Number (Numbers and the number system)

Know what each digit represents in two-digit numbers; partition into tens and units

Order numbers to 100; compare two numbers using the > and < signs

Understand odd and even numbers and recognise these up to at least 20

Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50

Sort numbers, e.g. odd/even, multiples of 2, 5 and 10

Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding

and subtracting other multiples of 10, e.g. 75 – 30

Make up a number story to go with a calculation

**Handling data and Measures**

Know the units of time (seconds, minutes, hours, days, weeks, months and years)

Know the relationships between consecutive units of time

Measuring activities using seconds and minutes

Recognise coins and some notes

Use money notation

Finding totals; the coins and notes to pay a given amount; work out change

Check the answer to an addition/ a subtraction question by using a different strategy

Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results

Use Carroll and Venn diagrams to sort numbers or objects using one criterion;

begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'

**Problem Solving**

Problem solving (Using techniques and skills in solving mathematical problems)

Explain methods and reasoning orally

Explore number problems and puzzles

Make sense of simple word problems, represent them, with objects or drawings or on a number line

Consider whether an answer is reasonable

**Science**

**Content:**

Light and Dark

**Skills and Objectives:**

Collect evidence by making observations when trying to answer a science question

Use first-hand experience e.g. observe melting ice

Use simple information sources

Obtain and present evidence

Make suggestions for collecting evidence

Talk about risks and how to avoid danger

Make and record observations

Take simple measurements

Use a variety of ways to tell others what happened

Consider evidence and approach

Make comparisons

Identify simple patterns and associations

Talk about predictions (orally and in text), the outcome and why this happened

Review and explain what happened

Identify different light sources including the Sun  
Know that darkness is the absence of light  
Identify shadows

### Religious Education

**Content:**

Festivals

**Skills and Objectives:**

Recognise religious objects  
Know about some of the things that people of a religion do  
Name some religious symbols  
Know what some religious words mean  
Describe the messages or meanings of some religious symbols  
Describe some religious objects  
Say what is important in my life  
Compare this to religious beliefs  
Describe my feelings to other people  
Know that other people have feelings  
Describe some religious places  
Describe some religious practices  
Talk about how my feelings may be similar to characters in religious stories.  
Show that I know about: religious objects and how they are used; religious places and how they are used; religious people and how they behave within religious practices and lifestyles  
Visit places of worship eg mosque/church

### Art and Design

**Content:**

Ceramic Mosaics  
Drawing techniques

**Skills and Objectives:**

Draw lines of different shapes and thicknesses  
Represent observations, ideas and feelings, and design and make images and artefacts  
Recognise differences and similarities in the work of artists, craftspeople and designers in different times and cultures  
Draw with crayons and pencils

Describe the shapes and patterns I see  
Experimented with ceramic mosaic techniques to produce a piece of art  
Explore paper techniques such as pop-up books and origami

## Food and Nutrition

### **Content:**

Gingerbread Men ([link to English Writing instructions](#))

### **Skills and Objectives:**

Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing  
Use knives safely to cut food (with help)  
Use a mixing bowl to prepare a mixture  
Make a food product  
Know that I have to wash my hands and keep the work surfaces clean when preparing foods

## Computing

### **Content:**

Creating e-cards with patterns

### **Skills and Objectives:**

Use technology purposefully to organise digital Content:.  
Use technology purposefully to manipulate digital Content:.  
Paint a picture using ICT  
Create a picture using drawing tools  
Type quickly and correctly  
Type and design a printable document  
  
Present text using a word/photo collage  
Create a multimedia presentation

## Physical Education

### **Content:**

Travelling/ stretching/ gymnastics/ shapes  
Acquire and develop skills  
Selecting and applying skills, tactics and compositional ideas  
Evaluating performance

### **Skills and Objectives:**

Copy and remember actions  
Repeat and explore skills  
Move with careful control, co-ordination and care  
Improve my Stretching  
Remember, repeat and link combinations of gymnastic actions, body shapes and balances with some control and precision  
Revise the rolling forward and log roll  
Handle gymnastics objects such as kits and skipping ropes  
Describe what they have done  
Observe, describe and copy what others' have done  
Identify how a performance could be improved  
Use what they have learnt to improve the quality and control of their work

## Music

### **Content:**

Duration and pitch

### **Skills and Objectives:**

To make sounds of different durations on pitched/ pitchless percussion instruments  
Explore long and short sounds on classroom instruments  
Perform long/short sounds in response to symbols  
Recognise long/ short sounds in music  
Identify the long and short sounds while listening to music  
How to combine long and short sounds to fit in with a steady pulse  
Create long and short sounds on instruments  
How to use instruments to make sequences of long and short sounds  
Create a sequence of long and short sounds

**PSHE** (*personal, social and Health Education*)

**Content:**

Dealing with difficult situations, including change

**Skills and Objectives:**

Develop the language of feelings, recognise feelings in different situations, be able to express feelings in different ways, recognise the impact of feelings on others

Witness changes in food (fried eggs, melted chocolate etc.)

Discuss changes in my family

Recognise positive and negative feelings

Discuss Moving house

When I am ill

Things at home we find difficult

What I want to be when I grow up and why

**Term 2:2**

**The Natural World**

**English**

**Content:**

Explanation Texts

Poetry

**Skills:**

**Writing**

Write simple evaluations of books read

Use features of chosen text type

Use simple non-fiction texts as a model for writing

Make simple notes from a section of non-fiction texts, e.g. listing key words

Form letters correctly and consistently

Practise handwriting patterns and the joining of letters

Write in clear sentences using capital letters, full stops and question marks

### Connect ideas

Begin to vary sentence openings, e.g. with simple adverbs

Use a variety of simple organisational devices in non-fiction e.g. headings, captions

Begin to re-read own writing for sense and accuracy

Use past and present tenses accurately but not always consistently

Use mainly simple and compound sentences, with and/ but used to connect ideas

Begin to vary sentence openings, e.g. with simple adverbs.

Use a variety of simple organisational devices in non-fiction, e.g. headings, captions

### **Reading**

Locate words by initial letter in simple dictionaries, glossaries and indexes

Find answers to questions by reading a section of text

Find factual information from different formats, e.g. charts, labelled diagrams

Identify general features of known text types

Show some awareness that texts have different purposes

Explore a variety of non-fiction texts on screen

Begin to read with fluency and expression, taking some notice of punctuation, including speech marks

Read and respond to question words Extend the range of common words recognised on sight. Use phonics as the main method of tackling unfamiliar words.

Identify and describe story settings and characters, recognising that they may be from different times and places.

Predict story endings

Make simple inferences from the words on the page, e.g. about feelings

Talk about what happens at the beginning, in the middle or at the end of a story

Comment on some vocabulary choices, e.g. adjectives

Begin to develop likes and dislikes in reading

Read poems and comment on words and sounds, rhyme and rhythm

### **Speaking and Listening**

Explain plans and ideas, extending them in the light of discussion.

Articulate clearly so that others can hear

Show awareness of the listener by including relevant details

Listen carefully and respond appropriately, asking questions of others

Demonstrate 'attentive listening' and engage with another speaker

Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice

### **Phonics, Spellings and Vocabulary**

Learn the different common spellings of long vowel phonemes

Learn the different ways in which vowels can be pronounced

Apply knowledge of phonemes and spelling patterns in writing independently

Secure the spelling of high frequency words and common irregular words

Identify syllables and split familiar compound words into parts

Spell words with common prefixes and suffixes

Build and use collections of interesting and significant words

Discuss the meaning of unfamiliar words encountered in reading  
Choose interesting words and phrases, e.g. in describing people and places

## Maths

### Content:

Number  
Geometry

### Skills and Objectives:

#### Number and Number System

Count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers

Begin to count on in small constant steps such as threes and fours

Recognise that we write one half  $\frac{1}{2}$ , one quarter  $\frac{1}{4}$  and three quarters  $\frac{3}{4}$

Recognise that  $\frac{2}{2}$  or  $\frac{4}{4}$  make a whole and  $\frac{2}{1}$  and  $\frac{4}{2}$  are equivalent

Recognise halves or quarters

Find halves and quarters of shapes and small numbers of objects

Find and learn by heart all number pairs to 10 and pairs with a total of 20

Learn and recognise multiples of 2, 5 and 10

Know what each digit represents in two-digit numbers; partition integers and ones

Order numbers to 100; compare two numbers using the  $>$  and  $<$  signs

Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50

Add and subtract a single digit to and from a 2 digit number

Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g.  $75 - 30$

Add pairs of two-digit numbers

Find a small difference between pairs of two-digit numbers

Recognise the use of a symbol such as  $\square$  or  $\Delta$  to represent an unknown, e.g.  $\Delta + \square = 10$

Solve number sentences such as  $27 + \square = 30$

Understand division as grouping and use the  $\div$  sign

Use counting in twos, fives or tens to solve practical problems involving repeated addition

Understand that division can leave some left over

Find doubles of multiples of 5 up to double 50 and corresponding halves

Double two-digit numbers

Work out multiplication and division facts for the 3x and 4x tables

Explain methods and reasoning orally

Make up a story to go with a calculation

Check the answer to an addition by adding the numbers in a different order or by using a different strategy

Check a subtraction by adding the answer to the smaller number in the original subtraction

Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more

#### Geometry



Sort, name, describe, visualise and draw 2D shapes referring to their properties; recognise common 2D shapes in different positions and orientations

Sort, name, describe and make 3D shapes referring to their properties, recognise 2D drawings of 3D shapes

Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry

Find examples of 2D and 3D shapes in the environment

Follow and give instructions involving position, direction and movement

Recognise whole, half and quarter turns, both clockwise and anti-clockwise

Recognise that a right angle is a quarter turn

Explain methods and reasoning orally

Identify simple relationships between shapes

Consider whether an answer is reasonable

**Problem solving**

Explore number problems and puzzles

Make sense of simple word problems

Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer

**Science**

**Content:**

Living things and their environment

**Skills and Objectives:**

Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there

Understand ways to care for the environment

Use secondary sources to find out information

Discuss the weather,

Make and Record observations on the weather

Draw conclusions on weather data and report findings

**Art and Design**

**Content:**

Look at pictures of animals/plants and landscapes in art

Copy the style of an artist (water colour painting and or drawing)

**Skills and Objectives:**

Record from first-hand observation, experience and imagination, and explore ideas  
Ask and answer questions about the starting points for their work, and develop their ideas  
Respond to ideas (stories, rhymes, objects, the natural world)  
Explore a range of starting points for practical work e.g., themselves, their experiences, stories, natural and made objects and the local environment  
Use a range of materials and processes e.g. painting, collage, print making, digital media, textiles, sculpture  
Use printing tools such as fruit, vegetables, sponges , leaves  
Print onto fabric or paper visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space  
materials and processes used in making art, craft and design  
Explore techniques such as repeating, overlapping, rotating and arranging shapes review what they and others have done and say what they think and feel about it  
Study how artists and designers have used colour, shapes and line to create pattern  
Describe how they use features in their work investigate the possibilities of a range of materials and processes  
Try out tools and techniques and apply these to materials and processes, including drawing  
Create a print, pattern or design in response to the work of an artist or designer review what they and others have done and say what they think and feel about it  
Identify what they might change in their current work or develop in their future work  
Describe what I think about my own and others work

**Computing**

**Content:**

Spreadsheet  
Multimedia Presentations

**Skills and Objectives:**

Research a topic on the world wide web: The Natural World  
Paint a picture using ICT  
Create a picture using drawing tools  
Type and design a printable document  
Create a multimedia presentation  
Insert formula and graphs in a spreadsheet  
Handle data using ICT

## Physical Education

### **Content:**

Gymnastics

### **Skills and Objectives:**

Explore basic skills, actions, and ideas with increasing understanding

Remember and repeat simple skills and actions with increasing control and coordination

Explore how to choose and apply skills and actions in sequence and in combination

Vary the way they perform skills by using simple tactics and movement phrases

Apply the rules and conventions for different activities

Describe what they have done

Observe, describe and copy what others' have done

Use what they have learnt to improve the quality and control of their work

How important it is to be active

Recognise and describe how their bodies feel during different activities

Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision

Explore how to choose and apply skills and actions in sequence and in combination

Plan sequences of movements

Show contrasts such as small/tall, straight/curved and wide/narrow

Movements are controlled

Balance on different points of the body

Explain what has gone well and why

Identify how a performance could be improved

Describe how my body feels during different activities, using parts of the body to describe the effects

Know how to exercise safely by looking for space, others' and by warming up properly

## Music

### **Content:**

Exploring pitch

Music theory – THE Quarter REST, Quarter notes, Eight notes

Musical notes – DO, RE, MI

### **Skills and Objectives:**

What is meant by pitch?

Follow pitch movement with their hands and use high, low and middle voices

Sing a melody accurately at own pitch

Respond to changes in pitch

Move up or down following changes in pitch

Relate sounds to symbols

Play and sing phrases from rhythm notation  
Learn how pitch can be used to describe action  
Create and choose sounds in response to a given stimulus  
Quarter notes, Eight notes and DO, RE

PSHE (*personal, social and Health Education*)

**Content:**

Active Member of Society

**Skills and Objectives:**

Refresh and recap on school rules. Why are they there?  
Importance of looking after our things  
Responsibilities when looking after things in nature  
Different types of jobs our parents do  
How charities help less fortunate people  
Where money comes from  
Enterprise Day

### Term 3

## Our Place

### English

**Content:**

Non Fiction Text: Real Life Stories  
Extended Stories by a significant author

**Skills:**

**Writing**

Write simple evaluations of books read  
Use features of chosen text type  
Use simple non-fiction texts as a model for writing  
Make simple notes from a section of non-fiction texts, e.g. listing key words

Form letters correctly and consistently

Practise handwriting patterns and the joining of letters

Apply knowledge of phonemes and spelling patterns in writing independently

Choose interesting words and phrases, e.g. in describing people and places

Write in clear sentences using capital letters, full stops and question marks

Begin to vary sentence openings, e.g. with simple adverbs

Develop stories with a setting, characters and a sequence of events

Structure a story with a beginning, middle and end

Find alternatives to and/then in developing a narrative and connecting ideas

Use the structures of familiar poems and stories in developing own writing

Begin to use dialogue in stories

Use the language of time, e.g. suddenly, after that

Choose some interesting words and phrases, e.g. in describing people and places

Write simple evaluations of books read

Begin to read with fluency and expression, taking some notice of punctuation, including speech marks

Write in clear sentences using capital letters, full stops and question marks

Use past and present tenses accurately but not always consistently

Use mainly simple and compound sentences, with and/but used to connect ideas

Because may begin to be used in a complex sentence

Begin to re-read own writing for sense and accuracy

### **Reading**

Extend the range of common words recognised on sight

Use phonics as the main method of tackling unfamiliar words

Read aloud with increased accuracy, fluency and expression

Find answers to questions by reading a section of text

Find factual information from different formats, e.g. charts, labelled diagrams

Identify general features of known text types

Show some awareness that texts have different purposes

Explore a variety of non-fiction texts on screen

Discuss the meaning of unfamiliar words encountered in reading

Identify and describe story settings and characters, recognising that they may be from different times and places

Predict story endings

Make simple inferences from the words on the page, e.g. about feelings

Read and respond to question words, e.g. what, where, when, who, why

### **Speaking and Listening**

Explain plans and ideas, extending them in the light of discussion

Show awareness of the listener by including relevant details

Demonstrate 'attentive listening' and engage with another speaker

### **Phonics, Spellings and Vocabulary**

Secure the spelling of high frequency words and common irregular words

Build and use collections of interesting and significant words  
Discuss the meaning of unfamiliar words encountered in reading

## Maths

### **Content:**

Geometry  
Measuring  
Problem Solving

### **Skills and Objectives:**

#### **Geometry**

Sort, name, describe, visualise and draw 2D shapes referring to their properties  
Recognise common 2D shapes in different positions and orientations  
Sort, name, describe and make 3D shapes referring to their properties,  
Recognise 2D drawings of 3D shapes  
Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry  
Find examples of 2D and 3D shapes in the environment  
Follow and give instructions involving position, direction and movement  
Recognise whole, half and quarter turns, both clockwise and anti-clockwise  
Recognise that a right angle is a quarter turn  
Identify simple relationships between shapes  
Consider whether an answer is reasonable

#### **Measure**

Recognise all coins and notes  
Use money notation  
Find totals; the coins and notes to pay a given amount; work out change  
Estimate, measure and compare lengths, weights and capacities choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments  
Compare lengths, weights and capacities using the standard units: centimetres, meters, 100g, kilogram and litre  
Know the units of time (seconds, minutes, hours, days, weeks, months and years)  
Know the relationships between consecutive units of time  
Read the time to the half hour on digital and analogue clocks  
Measure activities using seconds and minutes  
Know and order the days of the week and months of the year  
Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer  
Make sense of simple word problems, single and easy two-step, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line  
Make up a story to go with a calculation, including in the context of money  
Check the answer to an addition  
Check a subtraction  
Make a sensible estimation for the answer to a calculation  
Check whether the answer is reasonable

**Problem solving**

Explain methods and reasoning orally

Explore number problems and puzzles

**Science**

**Content:**

Light and Shadow

Day and night

**Skills and Objectives:**

Explore how the sun appears to move during the day and how shadows change

Understand and explain how the spin of the Earth leads to day and night

**History**

**Content:**

Local Case study – How our local area has changed over time (houses, buildings, transport )

**Skills and Objectives:**

Place events and objects in chronological order

Use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past)

Understand and use words past and present when telling others about an event

Identify differences between ways of life at different times

How to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)

Ask and answer questions about the past

The way of life of people in the more distant past who lived in the local area or elsewhere in Britain

Know some things that happened to other people in the past

Use information I have found out about the past to describe the difference between then and now

## Geography

### **Content:**

Local Case study – How our local landscape has changes over time (looking at maps of the past and present)

### **Skills and Objectives:**

Ask geographical questions [for example, 'What is it like to live in this place?']

Use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]

Use globes, maps and plans at a range of scales [for example, following a route on a map]

Ask questions like what is this place like? What and who will I see in this place? Why these people here and what are they doing?

Use geographical vocabulary [for example natural, built, hill, river, motorway, near, far, north, south

Identify and describe what places are like (for example, in terms of landscape, weather)

Observe and record (for example, identify buildings in the street and complete a chart)

Identify and describe where places are (for example, position on a map, )

Recognise how places compare with other places (the local area with places elsewhere in Romania)

Describe what places are like using words like noisy, quiet, hills, streets, coastline, woods, built-up

Express their own views about people, places and environments

Communicate in different ways [for example, in pictures, speech, writing]

Look at places and draw features I like or dislike, sorting them into groups

Tell others' the things I like and dislike about a place and give them clear reasons that I write in clear sentences

Make observations about where things are located for example, a pedestrian crossing near school gates and about other features in the environment for example, seasonal changes in weather

Make maps and plans for example, a pictorial map of a place in a story

Use fieldwork skills for example, recording information on a school plan or local area map

Mark on a map of the local area the location of the school and any other features I know about

## Art and Design

### **Content:**

Study the work of local artists

Observational drawings of our locality

Take photographs of the locality

Represent with paint and pencil drawings

### **Skills and Objectives:**

try out tools and techniques and apply these to materials and processes, including drawing I can use



thick and thin brushes

Paint pictures of what I see

recognise visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space

Use ready mixed or powder paints to show my ideas

Name the primary and secondary colours

Say how the artist has used colour

Review what they and others have done and say what they think and feel about it

Describe my work using these keywords: line, tone, colour, texture, shape

Use ready mixed or powder paints to show my ideas

## Computing

### **Content:**

Mini-programmers:

Controlling a floor turtle

Writing instructions

BeeBot Software

### **Skills and Objectives:**

Understand that algorithms are implemented as programs on digital devices

Understand that programs execute by following precise and unambiguous instructions

Use logical reasoning to predict the behaviour of simple programs

## Physical Education

### **Content:**

Games

### **Skills and Objectives:**

Explore basic skills, actions, and ideas with increasing understanding

Remember and repeat simple skills and actions with increasing control and coordination

Explore how to choose and apply skills and actions in sequence and in combination

Vary the way they perform skills by using simple tactics and movement phrases

Apply the rules and conventions for different activities

Describe what they have done

Observe, describe and copy what others' have done

Use what they have learnt to improve the quality and control of their work  
How important it is to be active  
Recognise and describe how their bodies feel during different activities  
Move freely with confidence and a safe attitude in all spaces used in playing games  
Throw and catch different sized objects (balls& bean bags)  
Use basic team strategies used in different games emphasizing throwing & catching skills

Use the terms 'opponent' and 'team-mate' when playing games  
Use my rolling, hitting and kicking skills in games  
Decide on the best position to be in during a game  
Develop some tactics for the game I am playing  
Describe how my body feels during different activities, using parts of the body to describe the effects  
Know how to exercise safely by looking for space, others' and by warming up properly

## Music

### **Content:**

Exploring instruments and symbols  
Exploring timbre, tempo and dynamics  
Music theory – THE Quarter REST, Quarter notes, Eight notes  
Musical notes – DO, RE, MI

### **Skills and Objectives:**

Learn about musical instruments and how they are played  
Identify instruments and the way their sound can be changed  
Identify how sounds can be changed and respond to these changes by movement  
Identify different sounds by matching movements to given sounds  
Learn about descriptive sounds and music  
Sing songs expressively  
Create music that describes images  
Learn how words can describe sounds  
Learn about sound sources  
Identify and use descriptive words to create sound pictures  
Select appropriate instruments, choose and combine sounds carefully  
Learn to create a class composition, combining layers of sounds within simple structures  
Contribute ideas and control sounds as part of a class composition and performance  
Learn to create a class composition, combining layers of sounds within simple structures  
Contribute ideas and control sounds as part of a class composition and performance  
The Quarter REST, Quarter notes, Eight notes and DO, RE, MI

**PSHE** (*personal, social and Health Education*)

**Content:**

Personal Well being

**Skills and Objectives:**

Who helps us in our community?

Say no to strangers

Different groups we belong to and comparing them

Why we need a good night sleep

Why do we have a school nurse?

Taking responsibility for your own actions

Discuss what is fair and unfair