



YEAR 2

**CURRICULUM
INFORMATION
LETTER**

TERM 1

2019 - 2020



LITERACY

In Unit One, Students discussed different fun games and what the circus life is like. They knew more about famous jugglers who broke a world record. They practiced the skill of prediction as they read stories and watched videos to predict what will happen next. All while focusing on punctuation, capital letters and end marks. Students wrapped up their unit by performing a short play about circus using the vocabulary and spelling rules in the script.

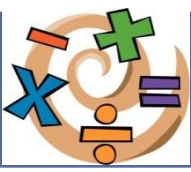
In Unit Two, students knew all about Olympics now and then. They watched videos about ancient Olympics and how was it different than the Olympics nowadays in terms of events, prizes, participants and sports. Students read information texts and learnt how to write non-chronological reports, where they match the information to the suitable subtitle. They identified verbs, adjectives and nouns while reading and writing. Students wrapped up the unit by having an Olympics event in the school where they played Olympic games and reviewed all their vocabulary when they stood on the podium, used archery, jumped over hurdles, cheered as spectators and wore their golden medals.

In Unit Three, students read playscripts. They were introduced to the terms “narrator” and “main characters”. They acted out stories using the puppet theatre. Starting this unit, students learned to write three paragraphs stories, where they mention the characters, setting, problem, main events and the solution. They also focused on joining sentences using different connectives. Students wrapped up the Unit by writing a playscript using the vocabulary introduced and acting it out in the black box.



LITERATURE

Students were introduced to different literary terms and story elements. They enjoyed performing role plays where they changed the main ideas and plot. During the story, they learnt about different character traits by extracting pieces of evidence from the story as well as unseen texts and relating it to real life. While reading , students were able to differentiate between main ideas and supporting details. Compare and contrast was another skill that was perfectly implemented via several ways either using graphic organizers or using computer games.



NUMERACY

In chapter 1, students learnt how to count in 2s, 5s, and 10s and use grouping in 2s, 5s, and 10s to count larger groups of objects. They were able to identify 1 or 10 more/less than any 2-digit number. Students learnt to count numbers to 100 by making groups of ten and then counting on. This method makes students understand concepts in place value of two-digit numbers.

In chapter 2, students learnt to recognize odd and even numbers by identifying whether the numbers can be divided exactly into pairs as well as using the skill of counting on in twos. They were able to order numbers from smallest to greatest and vice versa. Also, they were able to round two-digit numbers to the nearest multiple of 10. Students recognized what each digit represents in two-digit numbers; partition into tens and units. They could compare using the “greater than, less and equal sign”. Students learnt how to use the number line to find a number that is 1 or 10 more or less than a given number.

Students were introduced to basic shapes such as circles, squares, triangles, and rectangles. They were asked to find halves and quarters of less concrete and more abstract items such as whole numbers. The concept of cutting shapes into halves and quarters was introduced to students through activities that tap into experiences that they would have come across in everyday life, such as dividing a pizza or pie to share with friends. Students are led to see that the resulting pieces are equal in shape and size.

In chapter five, students learnt various strategies for adding single-digit and two-digit numbers. They learned to solve word problems involving addition. The concept of regrouping number while adding is also introduced here. Students are first taught to add numbers without regrouping by counting on using a number line and by using the concept of place value. In stage 1, students were taught the skill of addition by making ten first.



ART

Artists have created art to celebrate the world around them. In this term, students learnt how to use lines, shapes and colours to look at the world in their own way and create a composition in their art work. They got exposed to different art schools and artists such as (Eric carl) by using shapes, lines and colours with a different perspective to implement it in their own way. They practiced using proportions in drawing a portrait of their favorite person. They also got engaged with crafts for different events such as Halloween, Al Mawled el Nabawi and Christmas.



SCIENCE

Our young scientists learned how a scientist should be dressed appropriately to work in a lab. They got introduced to the steps that should be followed and what to be avoided to stay safe in the lab. They explored the different lab tools, learned their names and their functions. They learned all about the five habitats (desert, rainforest, arctic, ocean and farm) classify animals that live there and how they adapt whether physically or behaviorally. They learned about bird beaks and differentiated between them according to their food, they were able to describe the shape of the beak and relate it the lab tool that resembles the beak. They also defined the three main titles of pollution (air, water and land pollution) Students went outdoor to observe the weather and its components, they compared the difference in the thermometer readings in sunny and shaded areas, they also identified the direction of the winds by the use of our hand-made "wind-vane". Our little scientists had so much fun exploring rocks by collecting some, then describing and identifying their different types according to the physical criteria's they have learnt in class. Then they were able to sketch it. Students discovered different types of soil by sensing and smelling the loamy soil and the clay soil.



ARABIC

قمنا بعمل مراجعة عامة على ماسبق دراسته في العام الماضي من ضمائر المتكلم، وحروف المد واللام الشمسية والقمرية وعمل ألعاب مختلفة ومسرحيات عن هذه الأساليب، وقد تعلم الطلاب الكثير من الدروس الهادفة فتعلموا ضرورة الثقة بالنفس، وعدم اليأس والاصرار وقد شاهدوا الكثير من الفيديوهات التي تؤكد هذا المعنى وقد قاموا بلعب الأدوار وتقسيمها بينهمواستخدموا سياق الجمل لاستنتاج معاني الكلمات المختلفة وتم عمل أنشطة تعاونية عن هذه التراكيب المختلفة واستطاعوا ترتيب الكلمات المختلفة لتكوين جمل مفيدة

كما تعلم الطلاب في الوحدة الثانية أساليب جديدة من التنوين وأسماء الإشارة وضمائر المخاطب وعمل أنشطة تعاونية عن هذه الأساليب وتم التعبير عن الصور المختلفة مستخدما هذه الأساليب وتعلموا في هذه الوحدة نشيد عن الصداقة وأهميتها وأنها كنز لا يفنى وقاموا بعمل نشاط وكتابة أسماء أصدقائهم وكتابة بيت من النشيد يعبر عن صفات هذا الصديق وتعلموا أيضا كيفية كتابة اللام فنة وشروطها وبالفعل قاموا بكتابة لافتات عن الصداقة وعن موضوعات مختلفة وتم قراءة الكثير من القصص واستنتاج أهم الدروس المستفادة منها والتعبير عنها بالرسم وكتابة جمل باللغة العربية الفصحى تعبر عما رسمه



SECOND LANGUAGES

In French, students learned how to present themselves by mentioning about their names, gender, favorite animals and colors. They also practiced how to greet each other using the basic greeting expressions such as (bonjour, bonsoir, bonne nuit, salut, au revoir, comment ça va, comment tu t'appelles.)

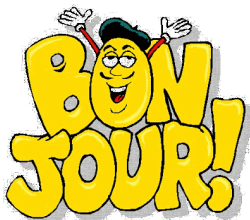
Students started to recognize the singular pronouns (les pronoms personnels sujet je-tu-il-elle) . They identified the numbers from (1-20) , colors , and shapes oral and written through videos and games.

They started to read a story in French (le villain petit canard) through which they learned some new vocabulary and used them to form complete sentences.

In the German course, students acquire the language in a way that can be used in their daily life. Students have also been introduced to the German culture to have a better understanding of the language they are studying. They learned to present their school supplies using possessive pronouns. They were also able to tell what activities they do at school and to ask their friends about their activities as well. They learned about the body parts, ask about a person's well-being, express pain and engage in mini dialogues.

They learned how to read texts, extract information and answer questions. Students also engaged in role play to develop their conversation skills applying the vocabulary and expressions acquired. They also learned grammatical structures that would help them to formulate correct sentences, like how to conjugate verbs.

In Spanish, students learned about the parts of the body and different clothes items. They enjoyed a variety of activities to identify the different body parts and parts of the face as well. They also learned how to talk about their hair- colour, length and form. Finally, they learned new adjectives "big and small" and how to use their adjectives to describe objects.





ICT

Students understood the lab rules and how to operate and shut down the computer. They explored the computer parts such as monitor, keyboard, mouse, system unit and printer as well as speakers. They started using keyboard buttons in writing different words with its lower and upper cases. Also, they played an online keyboarding game (***Dance typing Mat***) to make them familiar with the home keys and different symbols buttons. They used some of the keyboard shortcuts such as (**F12 for save as, CTRL + S save, ALT +F4 for Close,..**)

After getting acquainted with the computer, they learned all about the desktop: how to change its background, how to create folders on the desktop and how to rename folders.

They had a fun time using the Paint program. They were creative making drawings using different shapes, inserting characters, selecting areas to erase, and using colors and gradients and finally how to save their work.

Our students started to know what the PowerPoint program is and started creating their own presentations about something/ someone they love. They were able to do that using lovely designs and themes. They were excited about the way they can animate the pictures and text in their presentations. Also they learned how to draw shapes and convert it into 3D shapes and how to save them into their folders.

Finally, our young explorers were introduced to Google Chrome so that they can explore ways to search for pictures and save their pictures inside folders.



PHYSICAL EDUCATION

This term, students enjoyed their swimming classes. They learned the breathing control and floating techniques. They were also introduced to other techniques such as:

- a. Front crawl, how to make catches, kicks and breathing together for 25m.
- b. Back stroke, how to float on the back and make kicks.
- c. Crawl and back, how to make catches and kicks together on back.



ASSEMBLY

In the Assembly, we have covered 3 topics during the first term.

The first topic was honesty. Students were introduced to the concept of honesty and what needs to be done in order to gain honesty like “being truthful in what you say and do.” Honesty is more than just accurately reporting facts. It includes what you say, and it also includes what you don't say! Honesty also includes your actions.

The second topic was gratefulness. Students learned the benefits of gratitude which increased their feelings of well-being and reduced the feelings of depression and disconnection. During the sessions, students learned how to think critically, make meaningful personal connections and engage with others to share and develop ideas.

Our third topic was enthusiasm. We discussed the meaning of the word enthusiasm that indicates intense excitement. Being enthusiastic means showing interest in the things that you do and getting pleasure from them. Students were introduced to different quotes like “One of the main reasons that we lose our enthusiasm in life is because we become ungrateful; we let what was once a miracle becomes common to us.” Joel Osteen



MUSIC

Students identified the different high and low notes. They enjoyed listening to different pieces of music to identify the slow and fast paced music pieces. They also explored their voices and vocal abilities.

Students learned the National Anthem as well as some Christmas songs accompanied by percussion instruments to get acquainted with the sounds of these instruments such as castanets, maracas, tambourine and the bells.



GLOBAL PERSPECTIVE

In unit 1 "Toys and games over time", students explored how toys & games have changed over time. This helped develop students' understanding of key historical concepts such as similarity & difference, continuity & change. This unit also invited students to apply what they learnt by speaking to older people about their memories of childhood toys & games. This was an effective way of using oral history to learn about changes within living memory. By the end of this unit students were able to summarize everything about how toys & games have changed over time & how they have stayed the same. More confident students went beyond this. They were able to infer why toys & games have changed, referring to changes in technology & the invention of different materials when formulating their responses.

In unit 2 "Three English queens", students were able to explore significant individuals in the past, by focusing on the lives of three famous English queens, Queen Elizabeth I and Queen Elizabeth II and Queen Victoria. Students also learnt to place the life of each queen in a wider context, by learning about important inventions & changes in society that happened during each queen's reign. This unit also built on students' knowledge of historical sources, with a particular focus on how portraits can provide us with evidence about life in the past. By the end of this unit students were able to identify the three different queens & explain why they are significant. Also, they were able to compare & contrast between each queen & the key events of their reigns. More confident students went beyond this. They were able to make informed decisions about which queen they think is the most important, justifying their opinion with reference to secure historical knowledge & understanding.

In unit 3 "Air & space travel", students were able to identify significant events in the past. This includes events beyond living memory, (the first air travel), as well as events within living memory (developments in space travel). This unit also extended students' knowledge of significant individuals from the past, by exploring some of the figures associated with important inventions & explorations in the history of flight (e.g. the Wright brothers, Neil. Armstrong).

By the end of this unit students were able to memorize important events in the history of flight, explaining when they happened, why they happened & why they are significant. They were able to make connections between the past & the present, explaining the impact of the inventions on air & space travel today. Some students were able to make informed decisions about which event they think is the most important, justifying their opinion with reference to secure historical knowledge & understanding.