BRIGHT ANGLES PRIMARY INTEGRATED CAMBRIDGE CURRICULUM FRAMEWORK - OVERVIEW - KEY STAGE 2/GRADE 2

MEASURE Money

- *Recognize all coins and notes.
- Use money notation.

Length, mass and capacity

- *Compare length and weight & capacities using standard units.
- Estimate, measure & compare lengths, weights and capacities

Organizing, categorizing & representing data

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 object using one criterion

Numbers and the number system

Count up to 100 objects

*Answer a question by collecting and recording

Time

- * Know the units of time
- *Know the relationships bet. consecutive units of time
- measure activities using seconds and minutes

HANDLING DATA

NUMBER

objects

PHONICS, SPELLING AND VOCABULARY

- Different common spelling of long vowels phonemes.
- Know how different vowels can be pronounced.
- Apply knowledge of phonemes and spelling patterns in writing independently.
- Identify syllables and split familiar compound words into
- Spell words with common prefixes and suffixes.
- Build, use collections of interesting and significant words.
- Discuss the meaning of unfamiliar words encountered in reading.
- Chose interesting words, phrases in describing people and places

SPEAKING AND LISTENING

- *Recount experiences and explore possibilities
- *Explain plans and ideas and extending them in light of discussion
- Articulate clearly so that others can hear
- Extend experiences and ideas through role-play
- Attempt to express ideas precisely using a growing vocabulary.

CAMBRIDGE

ENGLISH

LANGUAGE ARTS

Segin to read with fluency, taking some notice of punctuation & speech

- Read and respond to question
- Use effectively some parts of the speech Writings
- letters

WRITING Fiction

Develop stories with a setting.

Structure a story with a beginning, middle and end. Use a language of time.

Write with a variety with sentence types

Begin to use a dialogue in stories.

READING

WRITING

Non-Fiction

- Write simple evaluations of books to read.
- Write instruction and recount events and experiences.
- Use features of chosen text types.

Reading

- Use simple non-fiction texts and a model for writing.
- Make simple notes from a section of non-fiction texts.
- Talk about events in a story; make simple inferences about characters and events to show understanding.
- Recognize story elements (beginning, middle and end)
- Retell stories, with some appropriate use of story language
- Talk about significant aspects of a story language & enjoy a range of books, discussing preferences

Fiction and poetry

- Extend the range of common words recognized on sight.
- Use phonics as the main method of tackling unfamiliar words
- Read aloud with increased accuracy, fluency and expression
- Predict story ending and identify.
- Describe story setting and characters.
- Comment on some vocabulary choices and showing dislikes and likes.

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

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

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

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

Find 1 or 10 more/ less than 2 digit???. Sort numbers ??? recognize that ???

Order numbers to 100; compare 2 numbers using > and < signs.

Count read and count numbers to a least 100 and back again

Round 2 digit numbers to the nearest multiple of 10

Recognize that we write 1/2, 1/4 and 3/4

Recognize that 2/2 or 4/4 make a whole and 1/2 and 2/4 are equivalent

Calculation

Mental strategies

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

Partition all numbers to 20 into pairs and record the related addition and subtraction facts

- Learn and recognize multiples of 2,5 and 10 and derive the related division facts
- Find and learn doubles for all numbers up to ten and also 15,20,25 and 50 Addition and subtraction
- Understand that addition can be done in any order, but subtraction cannot
- Understand subtraction as both difference and take away
- Add four or five numbers together
- Find a small difference between pairs of two digit numbers

PROBLEM SOLVING

Using techniques and skills in solving mathematical problems

- * Begin to use the + and and = signs to record calculation in number sentences
- * Understand that changing the order of addition does not change the total
- Add a pair of numbers by putting the larger number first and counting on.
- * Recognize the use of a sign to represent an unknown.
- * Begin to add single and 2 digit numbers
- * Double any single digit number
- * Find halves of even numbers of objects up to 10
- * Try to share numbers to 10 to find even and odd.
- * Share objects into 2 equal groups in a context

GEOMETRY

Shapes and geometric reasoning

Name, sort, describe visualize & draw 2D, 3D shapes with their different positions and orientations.

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

Find examples of 2D and 3D shape and symmetry in the environment

osition and movement

- Follow and give instructions involving position, direction and movement
- Recognize whole, half and quarter turns, both clockwise

Recognize that a right angle is a quarter turn

BRIGHT ANGELS PRIMARY INTEGRATED CAMBRIDGE CURRICULUM FRAMEWORK - OVERVIEW - KEY STAGE 2/GRADE 2 SCIENTIFIC INQUIRY PHYSICS: The earth and beyond Ideas and evidence **SONG & SELF-EXPRESSION** Use first-hand experience and collect evidence by making observation Explore how the sun appears to move during the day Plan investigative work and how shadows change Rhythmic dance forms Singing in a group Ask questions and contribute to discussions about how to seek answers Model how the spin of the earth leads to day and night In-class singing of traditional Dancing on music Predict what will happen before deciding what to do French & English songs Expressive dancing Recognize that a test or comparison may be unfair Obtain and present evidence Acting out situations in PHYSICS Make suggestions for collecting evidence Light and dark Talk about risks and how to avoid danger Identify different sources including the Take simple measurements Being part of a team Know the darkness is the absence of Consider evidence and approach light Make comparisons Learn rules of fair play SCIENCE Be able to identify shadows Identify simple patterns and associations Electricity Develop harmonious play cooperation & team spirit Talk about predictions(orally and in text) the outcome and why this Recognize the components of simple happened circuits involving cells P.E Know how a switch can be used to break **SOCIAL STUDIES** ???TITLE?? Location of the school Coordination, fitness BIOLOGY Location of the school Develop 8-yr old- appropriate Children's rights Living things in their environment psycho-physical coordination via: How the school looks Community assets Identifies similarities between local environments & know about Components of the some of the ways in which these affect the animals and plants. Child protection Polite behavior & practices in Mini-sports (football, volleyball, environment in community class Understand ways to care for the environment. handball, basketball) Types of child Main components Ways to promote peace in the Observe and talk about the weather, record reports of weather Rhythmic dancing and aerobics abuse Importance of community data. CHEMISTRY Tae-kwon do (karate) components Ways of Basic leadership Material properties Maintenance of preventing child Types of rocks and the uses of different rocks Types of product in the Fine and gross motor games components abuse community Know that some materials occur naturally and others are Social service facilities Types of conflicts & ways to solve man-made. at human & animals produce offspring which grow Functions Peaceful resolution of conflict adults SKILLS FOR LIVING AND benefits Material changes Relationship skills Explore and describe the way some materials change CAMBRIDGE LEARNER'S LEARNING SUPPORT Showing respect PROFILE PROGRAMS AND Giving support to peers CROSS-CURRICULAR ACTIVITIES Responsible: responsive to and respectful of others. MEETING SPECIAL NEEDS Confident: secure in their knowledge, unwilling to take EARLY/LATE READING INTERVENTION PROGRAMS IN ENGLISH/FRENCH: Specialized coaching for children diagnosed with various forms of things for granted and ready to take intellectual risks developmental & learning challenges, pproceeding at the Reflective: take ownership of their learning, set targets Learners with literacy difficulties receive extra language help student's own special pace: and insist on intellectual integrity. (reading comprehension, writing, vocabulary, phonics & spelling, Building on existing reading, writing and math skills Collaborative & sportive. communication) during language class hours, 3-4 times per week, Innovative: understand themselves as learners. to enable them to perform at class level. They are also given the Allows placing the child at various levels for math and language arts Learners welcome new challenges and meet them basic communication skills in French and English. Encourages kids to become active learners through exploration and

Introduces new learning opportunities in a safe, supportive

discovery

environment

Balances Learning with fun!

CLUBS: Music, dance (traditional and modern), arts and craft,

karate, storytelling, drama, indoor and outdoor games, sports

resourcefully, creatively and imaginatively.

Engaged: learners are alive with curiosity, embody a

spirit of enquiry and want to "dig" more deeply.