



LA CÔTE INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

YEAR 2 CURRICULUM BOOK

2024-2025



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WELCOME

Welcome to Year Two's Curriculum Booklet

Welcome to Year Two.

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

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

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

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

This curriculum booklet contains the general teaching sequence for Year 2. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 2 Academic Long-Term Plan 2024-2025 for the teaching sequence for this year, which is attached to this booklet.

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

Kind regards,

Ms. N Tindal and Mrs. Davison

MATHEMATICS

Scheme of Learning

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

Number: Place Value		Number: Addition and Subtraction		Geometry: Shape	
Measurement: Money	Number: Multiplication and Division			Measurement: Length and Height	Measurement: Mass, Capacity and Temperature
Number: Fractions		Measurement: Time	Statistics	Geometry: Position and Direction	Number: Problem Solving and efficient methods

UNITS:

Number: Place Value

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

Number: Addition and Subtraction

- ▶ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ▶ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
- ▶ Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- ▶ Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
- ▶ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Geometry: Properties of Shape

- ▶ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- ▶ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ▶ Identify 2-D shapes on the surface of 3-D shapes for example, a circle on a cylinder and a triangle on a pyramid.
- ▶ Compare and sort common 2-D and 3-D shapes and everyday objects

Measurement: Money

- ▶ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ▶ Find different combinations of coins that equal the same amounts of money
- ▶ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Number: Multiplication and Division

- ▶ Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers
- ▶ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- ▶ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts
- ▶ Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Measurement: Length and Height

- ▶ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ▶ Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Measurement: Mass, Capacity and Temperature

- ▶ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ▶ Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Number: Fractions

- ▶ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- ▶ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement: Time

- ▶ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ▶ Know the number of minutes in an hour and the number of hours in a day
- ▶ Compare and sequence intervals of time

Statistics

- ▶ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ▶ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ▶ Ask and answer questions about totalling and comparing categorical data

Geometry: Position and Direction

- ▶ Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- ▶ Order and arrange combinations of mathematical objects in patterns and sequences

Number: Problem Solving and efficient methods

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



ENGLISH – WRITING

Scheme of Learning

This scheme of learning outlines the key skills which will be taught during the year in addition to the core genres that will be covered in Year 2. Identifying core genres of writing for each year band, ensures that students are exposed to and taught how to write in a broad variety of styles. Students are also provided with further opportunities to link their writing to themes and topics specific to Year 2, such as a recount of a field trip and script writing for assembly.

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

Stories in Familiar Places The Lion in the Meadow Quest Story Meerkat Mail	Postcard Sunny the Meerkat	Acrostic Poem Celebrations
Tales from other Cultures Tiger Child	Non-chronological Report Penguin report	Imagery Tiger poems
Stories in the style of a significant author Anthony Browne	Recount A Fox Tale	Happy Poems

UNITS:

	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING POETRY
GENRE / DESCRIPTION	Stories in Familiar Places <ul style="list-style-type: none"> ▶ The Lion in the Meadow Quest Story <ul style="list-style-type: none"> ▶ Meerkat Mail 	Postcard <ul style="list-style-type: none"> ▶ Sunny the Meerkat 	Acrostic Poem <ul style="list-style-type: none"> ▶ Celebrations
WRITING OBJECTIVES	<ul style="list-style-type: none"> ▶ Structure basic sentences correctly, including capital letters and full stops in a longer piece ▶ Provide enough details to interest the reader ▶ Use adjectives and descriptive phrases for detail and emphasis 	<ul style="list-style-type: none"> ▶ Use past and present tenses correctly ▶ Communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length ▶ Match organisation to purpose (e.g. showing awareness of the structure of a letter) 	<ul style="list-style-type: none"> ▶ Use adjectives and descriptive phrases for detail and emphasis ▶ Sometimes use interesting and ambitious words ▶ Link ideas and events, using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing) ▶ Make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect, etc)
GRAMMAR	<ul style="list-style-type: none"> ▶ Simple past tense ▶ Co-ordinating conjunctions ▶ Sentence types (statement, command, question, exclamation) ▶ Expanded noun phrases 	<ul style="list-style-type: none"> ▶ Past progressive ▶ Sentence types (statement, command, question, exclamation) 	<ul style="list-style-type: none"> ▶ Sentence types (statement, command, question, exclamation) ▶ Adjectives
PUNCTUATION	<ul style="list-style-type: none"> ▶ Capital letters ▶ Full stops 	<ul style="list-style-type: none"> ▶ Capital letters ▶ Full stops 	<ul style="list-style-type: none"> ▶ Capital letters ▶ Full stops
ACROSS ALL PURPOSES:	<ul style="list-style-type: none"> ▶ Write in three or more text forms with reasonable accuracy. ▶ Show consistent use of upper/lower case letters, ascenders/descenders, size and form ▶ Correctly spell most of the Year 2 High Frequency Words ▶ Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words ▶ Usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length 		

	WRITING TO ENTERTAIN	WRITING TO PERSUADE	WRITING POETRY
GENRE / DESCRIPTION	Tales from other Cultures ▶ Tiger Child	Non-chronological Report ▶ Penguin report	Imagery Tiger poems
WRITING OBJECTIVES	▶ Structure basic sentences correctly, including capital letters and full stops ▶ Provide enough details to interest the reader (e.g. beginning to provide additional information or description beyond a simple list) ▶ Use adjectives and descriptive phrases for detail and emphasis ▶ Vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause)	▶ Use past and present tenses correctly ▶ Communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length ▶ Match organisation to purpose ▶ Use conjunctions other than 'and' to join two or more simple sentences ▶ Vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause etc.)	▶ Use adjectives and descriptive phrases for detail and emphasis ▶ Sometimes use interesting and ambitious words ▶ Link ideas and events, using strategies to create 'flow' ▶ Make their writing lively and interesting
GRAMMAR	▶ Inverted commas ▶ Co-ordinating conjunctions ▶ Using who and which for complex sentences ▶ Subordinating conjunctions ▶ Sentence types (statement, command, question, exclamation) ▶ Adverbs	▶ Present simple ▶ Sentence types (statement, command, question, exclamation)	▶ Present progressive ▶ Sentence types (statement, command, question, exclamation)
PUNCTUATION	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession ▶ Commas to separate a list	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession ▶ Commas to separate a list
ACROSS ALL PURPOSES:	▶ Write in three or more text forms with reasonable accuracy ▶ Show consistent use of upper/lower case letters, ascenders/descenders, size and form ▶ Begin to show evidence of joined handwriting ▶ Produce close to a side (or more) of A4 writing that is clear and coherent, with one or more strong features ▶ Correctly spell most of the Year 2 High Frequency Words ▶ Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words		

	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING POETRY
GENRE / DESCRIPTION	Stories in the style of a significant author ▶ Anthony Browne	Recount ▶ A Fox Tale	Happy Poems
WRITING OBJECTIVES	▶ Structure basic sentences correctly, including capitals letters and full stops in a longer piece ▶ Provide enough details to interest the reader ▶ Use adjectives and descriptive phrases for detail and emphasis ▶ Vary the structure of sentences to interest the reader ▶ Provide enough details to interest the reader	▶ Use past and present tenses correctly. ▶ Communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length ▶ Match organisation to purpose ▶ Use conjunctions other than 'and' to join two or more simple sentences ▶ Vary the structure of sentences to interest the reader	▶ Use adjectives and descriptive phrases for detail and emphasis ▶ Sometimes use interesting and ambitious words ▶ Link ideas and events, using strategies to create 'flow' ▶ Make their writing lively and interesting
GRAMMAR	▶ Expanded noun phrases ▶ Adjectives and adverbs ▶ Conjunction	▶ Sentence types (statement, command, question, exclamation) ▶ Adjectives	▶ Expanded noun phrases ▶ Sentence types (statement, command, question, exclamation) ▶ Adjectives
PUNCTUATION	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession ▶ Commas to separate a list	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession ▶ Apostrophe for omission ▶ Commas to separate a list	▶ Capital letters ▶ Full stops ▶ Inverted commas ▶ Exclamation marks, question marks ▶ Apostrophe for possession ▶ Apostrophe for omission ▶ Commas to separate a list
ACROSS ALL PURPOSES:	▶ Write in three or more text forms with reasonable accuracy ▶ Begin to show evidence of joined handwriting ▶ Correctly spell most of the Year 2 High Frequency Words ▶ Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words ▶ Usually sustain narrative and non-narrative forms (can write at length – close to the side of A4 at least – staying on task) ▶ Use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession		

ENGLISH – READING

Scheme of Learning

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

Each objective is related to key readings skills:

READ = word reading and general reading behaviour

R = recall and retrieval

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

A = analysis of structure and organisation

D = deduction and inference

**OBJECTIVES COVERED
OVER THE YEAR**

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

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



INTERNATIONAL PRIMARY CURRICULUM (IPC)

Scheme of Learning

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

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

UNITS:

Brainwaves

The Big Idea

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

Explaining the Theme

In this unit, students will be finding out:

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

Let's Celebrate

The Big Idea

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

Explaining the Theme

In History, students will be finding out:

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

In Art, students will be finding out:

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

In Technology, students will be finding out:

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

In Society, students will be finding out:

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

In International Mindedness, students will be finding out:

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

From A to B

The Big Idea

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

Explaining the Theme

In Geography, students will be finding out:

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

In International, students will be finding out:

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

In History, students will be finding out:

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

In Science, students will be finding out:

- ▶ Air resistance

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

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

The Stories People Tell

The Big Idea

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

Explaining the Theme

In History, students will be finding out:

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

In Geography, students will be finding out:

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

In Art, students will be finding out:

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

In Society, students will be finding out:

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

In International Mindedness, students will be finding out:

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

Super Human

The Big Idea

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

Explaining the Theme

In Science, students will be finding out:

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

In International Mindedness, students will be finding out:

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

The Magic Toymaker

The Big Idea

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

Explaining the Theme

In History, students will be finding out:

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

In Technology, students will be finding out:

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

In Computing, students will be finding out:

- ▶ How to make our own computer game

In International Mindedness, students will be finding out:

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

Live and Let Live

The Big Idea

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

Explaining the Theme

In Science students will be finding out:

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

In International Mindedness, students will be finding out:

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

FRENCH A

Le Programme

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

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

UNITS:

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

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

FRENCH B

Programme

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

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

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

UNITS:

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

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

SPOOKY AND MAGICAL CELEBRATIONS/ BON APPÉTIT!

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

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



ESCAPE TO A MAGICAL WORLD / HOLIDAYS ARE COMING SOON

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

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

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Scheme of Learning

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

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

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

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

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

GENERAL DESCRIPTION

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

OVER-ARCHING OBJECTIVES

<p>Children will learn about:</p> <ul style="list-style-type: none"> ▶ What is meant by a healthy lifestyle ▶ How to maintain physical, mental and emotional health and wellbeing ▶ How to manage risks to physical and emotional health and wellbeing ▶ Ways of keeping physically and emotionally safe ▶ How to manage change, transition and loss ▶ How to make informed choices about health and wellbeing, and where to get help with this ▶ How to respond in an emergency ▶ To identify different influences on health and wellbeing 	<p>Children will learn to:</p> <ul style="list-style-type: none"> ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts ▶ How to recognise and manage emotions within relationships ▶ How to respond to risky or negative relationships, including bullying and abuse ▶ How to respond to risky or negative relationships and ask for help ▶ How to respect equality and diversity in relationships 	<p>Children will learn:</p> <ul style="list-style-type: none"> ▶ About respect for themselves and others, and the importance of responsible actions and behaviour ▶ About rights and responsibilities as members of families, other groups and citizens ▶ About different groups and communities ▶ To respect equality and diversity, and how to be a productive member of a diverse community ▶ About the importance of respecting and protecting the environment ▶ About where money comes from, keeping it safe, and the importance of managing it effectively ▶ The part that money plays in people's lives
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PHYSICAL EDUCATION (PE)

Scheme of Learning

During Physical Education at Key Stage 1 students will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Students will be provided with opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations throughout the broad curriculum.

UNITS:

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

Fundamental Movement Skills

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Best of Balls

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Net Games

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Ski Days

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Gymnastics and Parkour

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Striking and Fielding Games

Explaining the Theme

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

In this unit, students will develop their ability to:

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

Athletics and Sports Day

Explaining the Theme

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

In this unit, students will develop their ability to:

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



MUSIC

Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 2 Music, our students will be supported in their musical progression as they develop further their understanding of the subject through whole-class piano teaching, ensemble singing and the study of academic music theory. Students will explore the works of Bach, Beethoven, Ligeti and Reggae as they broaden their musical knowledge and appreciation. Their musical educational development will be supported further by accessing our Juilliard Creative Classroom partnership which will enhance their musical experience as they broaden and deepen their knowledge and love of Music.

The World of the Orchestra	A study of orchestral families and instruments	Skills: Piano, Music Listening and Appraising
Music for Ensemble	A collection of ensemble learning opportunities	Skills: Pitch, Music Theory and Appraising
Exploring Vocal and Instrumental Technique	A study of pitch, melodic devices and vocal technique	Skills: Ensemble Singing and Music Theory

UNITS:

The World of the Orchestra

A study of orchestral families and instruments

Explaining the Theme

In this unit, students will continue to broaden their musical understanding of the orchestra and the instruments within it. They will encounter orchestral works from the Baroque, Classical, Romantic and 20th Century periods as they delve into some of the best of what classical music has to offer. Students will also continue to develop their instrumental skills as they use deliberate practice to gain further dexterity and co-ordination.

Students will:

- ▶ Develop their whole-class singing through seasonal songs
- ▶ Explore the music of Bach, Beethoven and Ligeti
- ▶ Revisit orchestral families, developing an understanding of their instrumental techniques
- ▶ Learn to recognize the notes of the treble clef and memorise their rhythmic values of semibreves, minims, crotchets and quavers
- ▶ Consider “The World of the Orchestra” as they explore the Juilliard Core Work content

Listening and Appraising

As we further explore duration, students will develop their ability to discriminate between longer and shorter sounds and will use this knowledge to create interesting sequences of sound.

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

- ▶ Treble clef (c-c)
- ▶ Rhythmic notation (4, 2, 1, and half beats)
- ▶ Instruments of the orchestra

Music for Ensemble

A collection of ensemble learning opportunities

Explaining the Theme

In this unit, students will access their learning through the online music platform Charanga. Through on-screen resources, students will be visually supported as they are introduced to the concepts of pitch rhythm and pulse. Students will explore music and movement as well as whole-class percussion sessions as they focus on developing their sense of pulse and ensemble.

Students will:

- ▶ Develop their whole-class singing through seasonal songs
- ▶ Explore the musical elements of pitch, tempo and rhythm supported by Charanga activities
- ▶ Continue with their exploration of the orchestra
- ▶ Complete a series of rhythmic tasks, practicing clapping and playing the correct beats and rests
- ▶ Learn new performance directions such as forte dynamic or presto tempo
- ▶ Develop musicianship as they learn to play simple melodies on the glockenspiel and recorder

Listening and Appraising

Students will perform and work on their ability to maintain a steady sense of pulse. They will also develop their ability to hold accurate pitch within a class singing ensemble.

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

- ▶ Treble clef (c-c)
- ▶ Rhythmic notation (4, 2, 1, and half beats)
- ▶ Instruments of the orchestra
- ▶ Italian terms for tempo (presto, moderato, lento)
- ▶ Italian terms for dynamics (forte, piano)

Exploring Vocal and Instrumental Technique

A study of pitch, melodic devices and vocal technique

Explaining the Theme

In this unit, students widen the breadth of their musical knowledge beyond the world of the orchestra as they delve into 21st Century works and World music. They will start to explore developing their own compositional voice as they compose short storyboard musical sequences in small groups and they will gain the ability to be reflective and thoughtful when appraising the music of others.

Students will:

- ▶ Consider how musical ostinati (either melodic or rhythmic) can be used to construct music
- ▶ Learn how to accurately notate basic rhythmic patterns, and play them on the recorder
- ▶ Listen to and appraise the vocal works of Paula Prestini and the traditional Chinese work Ambush from Ten Sides
- ▶ Learn about breath control and varying vocal timbres as they develop their vocal, and instrumental skill
- ▶ Compose a short ensemble composition

Performance / Sight-Reading / Theory and Appraising

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

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

- ▶ Treble clef (c-c)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms
- ▶ Instruments of the orchestra

DRAMA

Scheme of Learning

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

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

UNITS:

Personal and Social Development

Explaining the Theme

In this unit, students will develop their ability to:

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

Supported by Julliard Core Unit: 'Throwing Light'

Performance

Explaining the Theme

In this unit, students will develop their ability to:

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

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

Drama in Society

Explaining the Theme

In this unit, students will develop their ability to:

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

Supported by Julliard Core Unit: 'Again but Different'

Technical Incorporation

Explaining the Theme

In this unit, students will develop their ability to:

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

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

Creative Exploration and Expression

Explaining the Theme

In this unit, students will develop their ability to:

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

Supported by Julliard Core Unit: 'Symbolic culmination'

Reflection, Evaluation and Appreciation

Explaining the Theme

In this unit, students will develop their ability to:

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

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

INTERNATIONAL COLLABORATIONS

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

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



APPENDIX 1:

ENGLISH GRAMMAR TERMINOLOGY

EXPANDED NOUN PHRASES

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

The scary monster

The dinosaur had sharp teeth.

TENSE

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

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

I walked to my friend's house.

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

I was walking to my friend's house.

PRESENT SIMPLE – the action takes place regularly.

I walk to my friend's house.

PRESENT PROGRESSIVE – the action is taking place now.

I am walking to my friend's house.

CO-ORDINATING CONJUNCTIONS

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

I like swimming and my brother likes football.

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

I want to wear my sunhat but it is raining.

SUBORDINATING CONJUNCTIONS

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

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

When playtime was over, the teacher rang the bell.

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

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

ADVERBS

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

The dog greedily ate its dinner.

SENTENCE TYPES

STATEMENT – tells the reader something.

Tigers have sharp teeth.

COMMAND – tells you to do something.

Go and look at the tiger.

QUESTION – gains further information by asking something.

Did you see the tiger at the zoo?

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

What sharp teeth the tiger had!

APPENDIX 2: YEAR 2 LONG TERM PLAN 2024-2025

Autumn Term 15 Weeks				
Maths	Block 1		Block 2	
English	Koala Who Could	Stories in Familiar Places: Lion in the Meadow	Acrostic Poems	
IPC	Brainwaves	Let's Celebrate	STEAM Week	
French A	Rencontre avec l'alphabet!			
French B	How are you ? ("En forme ?")			
Drama	'Personal and Social Development *Energy Spectrum*			
ART/DT	Self portrait (drawing), blow art (painting)	Famous Artist Portrait (collage)	STEAM Week	
ICT	E-Safety	Effective searching	STEAM Week	
PSHE	Being Me In My World			
PE	Fundamental Movement Skills			
Music	The World of the Orchestra A study of orchestral families and instruments			
Half Term				
	Block 2		Block 3	
	Postcards: Meerkat Mail			Quest Stories: Lost and Found
	Let's Celebrate		From A to B	
	Quand les lettres dansent ensemble			
	Spooky and magical celebrations			
	Technical Incorporation *Acting the Stage Directions*			
	Diwali candle holder (sculpture)	Shadow puppets (DT collage), Ciocametti sculptures (work of artists, sculpture)		
	Questioning		Making Music	
	Celebrating Differences (including anti-bullying)			
	Best of Balls: Hand, eye, foot coordination		Winter Games	
	The World of the Orchestra A study of orchestral families and instruments			

Drama: *.....*: Julliard Drama Core Work

Maths Blocks	
Block 1	Place Value
Block 2	Addition and Subtraction
Block 3	Shape

Spring Term 13 Weeks				
Maths	Block 1	Block 2	Block 3	Block 5
English	Tales from other cultures - Tiger Child	Imagery Poetry	Non Fiction Fact File	Block 4
IPC	Stories People Tell		Super Humans	
French A	Les mots qui font battrent mon coeur		Je jongle avec les mots	
French B	Bon appétit !		Bientôt les vacances	
Drama	Drama in Society * Again But Different*		Performance *One As Many Body*	
ART/DT	Aboriginal Dot Art (painting), Greek mosaic plates (sculpture)		Healthy eating apron, Arcimboldo Fruit Art (drawing/work of artist), Peter Blake Toyshop	
ICT	Presenting Ideas (e-story)	Creating Pictures	Creating Pictures	Coding
PSHE	Dreams and Goals		Healthy Me	
PE	Net Games	Skiing	Aesthetics, Gymnastics, Parkour	
Music	Music for Ensemble	A collection of ensemble learning opportunities	Music for Ensemble	A collection of ensemble learning opportunities

Half Term

Drama: * _____; * Julliard Drama Core Work

Maths Blocks	
Block 1	Money
Block 2	Number: Multiplication and Division
Block 3	Measurement: Length and Height
Block 4	Measurement: Mass, Capacity and Temperature
Block 5	Fractions

Summer Term 8 Weeks

	Block 1	Block 2	Block 3	Block 4	Block 5
Maths					
English	Anthony Browne		Recount - Foxes Tale		Happy Poems/Riddles
IPC	The Magic Toymaker		Live and Let Live		
French A	Les livres enchanteurs				
French B	La philosophie du bonheur				
Drama	Creative exploration and expression *Magic Objects in Shadow*		Reflection, Evaluation and Appreciation *Forwards and Backwards*		
ART/DT	HandPuppets (textiles), Making our playground (collage)		Fower Press (painting), Ansel Adams Landscape (drawing)		
ICT	Coding		Spreadsheets (recording Biridfeeder results) Consolidation		
PSHE	Relationships		Pantasaurus Lesson		
PE	Striking Games		Summer Games		
Music	Exploring the Voice - A study of pitch, melodic devices and vocal technique				

Drama: * _____ *: Julliard Drama Core Work

Maths Blocks	
Block 1	Fractions
Block 2	Measurement: Time
Block 3	Statistics
Block 4	Position and Direction
Block 5	Consolidation/Problem Solving



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Chemin de Clamogne 8 | 1170 Aubonne | Switzerland