

		<b>TERM 1</b> <b>1<sup>st</sup> Half (8 weeks)</b> <b>Repton Values</b> <b>1. Empathy</b> <i>Empathy is the ability to see things from another's perspective, to use one's imagination to enter into someone else's subjective state. Essentially it is the ability to 'walk in someone else's shoes'.</i>	<b>TERM 1</b> <b>2<sup>nd</sup> Half (8 weeks)</b> <b>Repton Values</b> <b>2. Respect</b> <i>Respect is a feeling or understanding that someone or something is important, serious or worthy and should be treated in an appropriate way.</i>	<b>TERM 2</b> <b>1<sup>st</sup> Half (6 weeks)</b> <b>Repton Values-</b> <b>1. Resilience</b> <i>Resilience is the capacity to recover quickly from difficulties. It implies self-confidence and mental toughness in individuals.</i>	<b>TERM 2</b> <b>2<sup>nd</sup> Half (5 weeks)</b> <b>Repton Values</b> <b>2. Honesty/integrity</b> <i>Honesty is the quality of knowing and distinguishing between right and wrong, and acting fairly; being truthful. Integrity is the quality of being honest and having strong moral principles in all that is done, whether within the family, education or career. Integrity is related to honesty - Integrity is how we make honesty actionable – it is the character and courage to do what is right.</i>	<b>TERM 3</b> <b>1<sup>st</sup> Half (6 weeks)</b> <b>Repton Values</b> <b>1. Tolerance</b> <i>Tolerance is the willingness to accept feelings, habits, or beliefs that are different from your own.</i>	<b>TERM 3</b> <b>2<sup>nd</sup> Half (5 weeks)</b> <b>Repton Values</b> <b>2. Care</b> <i>Care, in this context, means feeling concern or compassion for or having an interest in someone or something; to attach importance or interest to someone or something; to be mindful of the needs of others.</i>
Area of Learning Title		Inventions	Keeping Fit	Fire	Global Gardens	Journeys	Oceans and Seas
Trips		Sheikh Zayed Museum/ Qasr Al Hosn	Theatre trip	Fire Station (Topic-related)	Falcon Hospital	Creative Robotics (Linked to Computing curriculum)	
English	Text/Genre	Fiction 1: Stories in Familiar Settings  Fiction 2: Traditional Tales - including Emirati folk tales: The Fox and the Chicken The Consequence of Greediness  Fiction: Postcards and Letters (to penpal about first weeks of Year 2)  Non-Fiction: Categorising Alphabetically	Non-Fiction 2: Explanations Include diagrams (link to Science)  Non-Fiction 2: Instructions How to make a fire in the desert  Poetry 1: Songs and Repeatable Poems	Poetry 3: The Senses (Fire poetry)  Non-Fiction 4: Recounts and Reports (Fire of London)	Fiction 6: Stories by Same Author 'Tales of Arabia' series  Poetry 2: Traditional Poems for Young Children  Non-Fiction 5: Information Texts (link to falcon hospital trip)	Poetry 4: Humorous Poems  Fiction 4: Fantasy Stories (Around the World in 80 Days)  Fiction 3: Traditional Tales from Other Cultures - including Emirati folk tales: The Fox and the Chicken The Consequence of Greediness  Non - Fiction 6: Recounts (link to Humanities)	Poetry 5: Favourite Poems  Fiction 5: Adventure/Quest Stories (Moby Dick extracts, pirate stories) Wilfred Thesiger's journey across the empty quarter

	Speaking and Listening Skills	Retell story using formal language Recite aloud Listen to and follow simple instructions	Give instructions using appropriate sequence Discuss how to read poems effectively Discuss usefulness of non fictions texts	Describe how to locate words Explain the meaning of words located Sequencing of events using language of time	Discuss themes and link to own lives Discuss and compare story themes Talk about settings and consider how they influence events and behaviour	Predict story endings in unfinished extracts Discuss and describe characters expressing own view Discuss and use appropriate language to present, sequence and categorise ideas	Comment on personal preferences in poetry Discuss reasons for events in storied linked to plot Skim read titles etc and speculate what book/story might be about
<b>Repton Skills:</b> (Student Competences)		CT / C / SC / GEW / DC / CI IL / CTH <i>(Please see SCF Outcomes document for specific skill outcomes for Year 2)</i>	CT / C / SC / GEW / DC / CI IL / CTH	CT / C / SC / GEW / DC / CI IL / CTH	CT / C / SC / GEW / DC / CI IL / CTH	CT / C / SC / GEW / DC / CI IL / CTH	CT / C / SC / GEW / DC / CI IL / CTH
Read Write Inc.		RWI is an inclusive literacy programme for all children learning to read and write. The children work in differentiated small groups to ensure the maximum potential for reading and writing attainment. RWI groups are closely monitored and teachers change on a 6-weekly basis. Children will achieve a level 2a UK National Curriculum Level and above when they have completed the programme.					

Maths		<p>Counting, partitioning and calculating Numbers to 100 Place value of two digit numbers Ordering numbers Addition/Subtraction - number bonds, multiples and near multiples of 10, bridging tens, 2 digit and 1 digit Doubling and halving numbers Odd and even numbers Problem Solving Handling data Sorting - using venn and carroll diagrams Lines of enquiry Calculating, measuring and understanding shape Money - coins and making amounts - Link to UAE currency dirhams Length - measure in cms and m 2D shapes - recognising and describing Securing number facts, relationships and calculating Multiplication - skip-counting, repeated addition Fractions - halves and quarters of shapes Problem solving - addition and subtraction Arabic oriented problems</p>		<p>Counting, partitioning and calculating Compare numbers to 100 using &lt; &gt; and = Ordinal numbers up to 10th and beyond Rounding two-digit numbers Addition/Subtraction - using number facts and place value, add and subtract two digit numbers, add several numbers using number facts Securing number facts, understanding of shape Naming 3D shapes Pattern - link to henna design Symmetry - link to Grand Mosque Speaking and listening Handling data and measures Pictograms and block graphs Weight - non standard units, kg and g Lines of enquiry Speaking and listening Calculating measuring and understanding shape Money - finding change by counting up, add two digit money amounts Capacity - measure in cupfuls, litres, compare, estimate Time - o'clock, quarter past, quarter to, half past, analog and digital link prayer timings Securing number facts, relationships and calculating Problem solving - include multiplication and division Arabic oriented problems Multiplication - multiples of 2, 5 and 10, 5 times table, relate multiplication and division, draw arrays Division - grouping Fractions - find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{8}</math> of amounts using sharing</p>		<p>Counting, partitioning and calculating Place value - 3 digit numbers Ordering 3 digit numbers Addition/subtraction - counting up and counting back Speaking and listening Securing number facts, understanding of shape Naming 3D Shapes and identifying properties Doubling/halving 2 digit numbers, understand as inverses Speaking and listening Handling data and measures Days of the week Months of the year Collecting data for block graphs Interpret data Calculating measuring and understanding shape Money - adding two amounts, find change Time - nearest 5 minutes, linking digital and analog, ordering times link prayer timings Securing number facts, relationships and calculating Problem solving - money related Arabic oriented problems Multiplication/division - multiples of 2, 3, 5 and 10, recalling multiplication tables, linking multiplication and division Fractions - find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{8}</math> of amounts using number facts</p>	
<b>Repton Skills:</b> (Student Competences)		CT / C / SC / LR / ISD / DC / PS / CI IL / CTH <i>(Please see SCF Outcomes document for specific skill outcomes for Year 2)</i>		CT / C / SC / LR / ISD / DC / PS / CI IL / CTH		CT / C / SC / LR / ISD / DC / PS / CI IL / CTH	
Knowledge and Understanding of the World	Science	<p>Materials (Move it)</p> <p>To describe the importance for humans of exercise, eating the right amounts of</p>	<p>Animals and Humans (Healthy Me)</p> <p>To find out how the shapes of solid objects made from some</p>	<p>Materials (Materials Monster)</p> <p>To identify and compare the suitability of a</p>	<p>Plants (Young Gardeners)</p> <p>To identify and name a variety of plants.</p>	<p>All living things and their habitats/Materials (Mini Worlds)</p> <p>To identify and compare the suitability of a variety</p>	<p>Animals and Humans (Little Masterchefs)</p> <p>To find out about and describe the basic needs of humans, for survival (water, food and air).</p>

		<p>different types of food, and hygiene.</p> <p>(Link to UAE formula 1, dune buggies, sports cars, famous UAE athletes)</p> <p>Working scientifically skills: To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data in answering questions.</p>	<p>materials can be changed by squashing, bending, twisting and stretching.</p> <p>Keeping healthy in a hot climate Emirati sports people</p> <p>YAS circuit</p> <p>Working scientifically skills: To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Explore current initiatives in the UAE and suggest improvements</p> <p>Working scientifically skills: To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	<p>To observe and describe how seeds grow into mature plants.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. include plants able to survive in the desert conditions</p> <p>Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p>	<p>of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To identify that most living things live in habitats and micro-habitats to which they are suited.</p> <p>To describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>To describe how animals obtain their food from plants and other animals.</p> <p>To use the idea of a simple food chain (link to food chains in the UAE).</p> <p>To identify and name different sources of food.</p> <p>Working scientifically skills: To observe closely.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	<p>To describe the importance for humans of eating the right amounts of different types of food, and hygiene.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>include foods native to UAE: dates, citrus, mangoes, eggplant.</p> <p>Create UAE pizza, bread tasting- try Arabic bread</p> <p>Working scientifically skills: To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>
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					To gather and record data to help in answering questions.		
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	Humanities	<ul style="list-style-type: none"> <li>● The genius of Leonardo</li> <li>● Timeline of main events</li> <li>● Inventions that changed the world</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Where does our food come from - home grown and imported</li> <li>● How far has our food travelled</li> <li>● A meal made of local produce and food</li> </ul>	<ul style="list-style-type: none"> <li>● Fire of London</li> <li>● Cultural dragons and dragon stories</li> </ul>	<ul style="list-style-type: none"> <li>● Gardens/nature reserves etc around the world</li> <li>● UAE farms - what produce is grown. Mr Abou Samra - landscape gardener - Visit.</li> <li>● Botanical gardens</li> <li>● The worlds first botanical garden</li> </ul>	<p>Ways of travelling around the world: Wilfred Thesiger travelling across the UAE focus</p> <ul style="list-style-type: none"> <li>● Mapping</li> <li>● Major UAE family groups</li> <li>● Journeys and distances</li> <li>● Problem solving on the way (maths/philosophy link)</li> </ul>	<p>Ocean Travel</p> <ul style="list-style-type: none"> <li>● Navigation by the stars</li> <li>● Sea trade now and then</li> <li>● Charles Darwin and the Galapagos Islands (NOT evolution)</li> <li>● Pearl diving</li> </ul>
	UAE heritage and culture	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>● Types of traditional food</li> <li>● Customs – eating habits</li> <li>● Ramadan / fasting</li> </ul> <p><b>UAE Inventions Focus</b></p> <ul style="list-style-type: none"> <li>● Masdar City</li> <li>● Explore Emirati inventors e.g. Reem Al Marzouqi and Mohammed Al Shamsi</li> </ul>	<p><b>UAE celebrations</b></p> <ul style="list-style-type: none"> <li>● Eid - what is it and why/how do we celebrate?</li> <li>● Prophet Mohameds birthday, when is it, what does it mean to the country we live in?</li> <li>● National day celebrations and history.</li> </ul>	<p><b>History of the UAE</b></p> <ul style="list-style-type: none"> <li>● Then and now</li> <li>● Bedouin culture - children to make own bedouin camp.</li> <li>● Different cultures who make up the UAE.</li> <li>● Flag - colours and each colours meaning.</li> </ul>	<p><b>Emirates</b></p> <ul style="list-style-type: none"> <li>● How many are there?</li> <li>● Can the children locate them on a map?</li> <li>● What are the similarities/differences?</li> <li>● Children to compete a study about one of the emirates.</li> <li>● Gardens in the Emirates - dubai miracle garden.</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>● National bird - Falcon</li> <li>● Camels</li> <li>● Salukis</li> <li>● Scorpion</li> </ul>	<p><b>Currency</b></p> <ul style="list-style-type: none"> <li>● Compare to other countries</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>● Seasons and comparing to other countries - link to environment and how we can help to recycle in the UAE.</li> </ul>
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Creative Development	Art and Design	<ul style="list-style-type: none"> <li>● Arabic style calligraphy</li> <li>● Architectural designs</li> </ul>	<ul style="list-style-type: none"> <li>● National Day - Arabic style teapot collage</li> <li>● UAE Flag</li> <li>● Henna designs/ jewelry making</li> </ul>	<ul style="list-style-type: none"> <li>● 3D fiery dragon (mod rock sculpture)</li> <li>● Fire and ice collage (warm and cold colours; texture)</li> <li>● Sun picture</li> <li>● Experiment with different collage materials</li> <li>● Embroidery/ Tallie</li> </ul>	<ul style="list-style-type: none"> <li>● Van Gogh - The sunflowers</li> <li>● Botanical close up photography</li> <li>● Monet's Garden Painting</li> <li>● Palm tree scene</li> </ul>	<ul style="list-style-type: none"> <li>● UAE desert scene - include native plants and animals</li> <li>● Bedouin camp model RoberR</li> </ul>	Whole Year Undersea Display <ul style="list-style-type: none"> <li>● Colour mixing</li> <li>● Colour washing</li> <li>● Collaging</li> <li>● UAE fishing boats</li> <li>● UAE birds/animal sketches</li> </ul>
	<b>Repton Skills:</b> (Student Competences)	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH <i>(Please see SCF Outcomes document for specific skill outcomes for Year 2)</i>	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI / DC / IL / CTH	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH
	Design and Technology	<ul style="list-style-type: none"> <li>● Working with tools and equipment</li> <li>● Making water wheels</li> </ul>	<ul style="list-style-type: none"> <li>● Using watercolours to illustrate a story</li> <li>● Making healthy snakes - fruit kebabs</li> </ul>		<ul style="list-style-type: none"> <li>● Plan, design and make a model science garden</li> </ul>	<ul style="list-style-type: none"> <li>● Air balloon project (papier mache)</li> </ul>	
<b>Repton Skills:</b> (Student Competences)		CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH <i>(Please see SCF Outcomes document for specific skill outcomes for Year 2)</i>	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH		CT / C / SC / LR / ISD / E CAC / GEW / PS / CI / DC / IL / CTH	CT / C / SC / LR / ISD / E CAC / GEW / PS / CI IL / CTH	
Computing		<ul style="list-style-type: none"> <li>● use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Introduce to Al Gorithmi.</li> <li>● Begin to create content using apps such as Explain everything. Factfile about UAE culture.</li> <li>● Showbie introduced as precursor to workflow solution</li> <li>● Use epic to build up online reading collection and read a range of genres</li> <li>● Continue to use Seesaw as e-portfolio across all subjects.</li> </ul>		<ul style="list-style-type: none"> <li>● Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>● Create and debug simple programs</li> <li>● Use technology safely and respectfully.</li> <li>● Skoolbo</li> <li>● Use epic to build up online reading collection and read a range of genres</li> </ul>		<ul style="list-style-type: none"> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>● Begin to create content using apps such as Explain everything and Showme, with an emphasis on issues of global importance and issues specific to the UAE.</li> </ul>	

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<b>PSHE</b>  <b>Repton Skills:</b> (Student Competences)  <i>(Please see SCF Outcomes document for specific skill outcomes for Year 2)</i>	<b>Repton Skills Personal &amp; social skills:</b>  -Communication -Leadership -Self-confidence -Collaboration & Teamwork -Initiative & self motivation	<b>Repton Skills Personal &amp; social skills:</b>  Communication -Leadership -Self-confidence -Collaboration & Teamwork -Initiative & self motivation	<b>Repton Skills: National &amp; Global citizenship skills:</b>  -Global & Environmental Awareness -Cultural Awareness/citizenship	<b>Repton Skills: Learning &amp; Thinking Skills:</b>  -Problem Solving -Critical Thinking -Creativity -Independent Learning -Digital Competence  <b>Personal &amp; social skills:</b>  Communication -Leadership -Self-confidence -Collaboration & Teamwork -Initiative & self motivation	<b>Repton Skills: Personal &amp; social skills:</b>  Communication -Leadership -Self-confidence -Collaboration & Teamwork -Initiative & self motivation	<b>Repton Skills: Learning &amp; Thinking Skills:</b>  -Problem Solving -Critical Thinking -Creativity -Independent Learning -Digital Competence  <b>National &amp; Global citizenship skills:</b>  -Global & Environmental Awareness -Cultural Awareness/citizenship
	<b>Repton Values &amp; Skills:</b> (Student Competences)	<b>Repton Values:</b>  <i>Values define a person's character. The recognition and promotion of core values are crucial to the successful development of generic competences in students. Values have most impact when the teachers and adults in a school exhibit these characteristics in all they say and do, by providing positive role models for students (ADEC 2016).</i> <ul style="list-style-type: none"> <li>● <b>Empathy &amp; Respect</b></li> <li>● Repton Values poster</li> <li>● Repton Values Passport</li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Resilience/ Honesty &amp; Integrity</b></li> <li>● Repton Values poster</li> <li>● Repton Values Passport</li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and experience values based on decision making In all aspects of their school life.</li> <li>● Clearly express their own values</li> <li>● Explore the values of those around them</li> <li>● Critically analyse how their values are informing their decisions and</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Tolerance &amp; Care</b></li> <li>● Repton Values poster</li> <li>● Repton Values Passport</li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and experience values based on decision making In all aspects of their school life.</li> <li>● Clearly express their own values</li> <li>● Explore the values of those around them</li> <li>● Critically analyse how their values are informing their decisions and make ethical decisions based on their own values.</li> </ul>

	<p>experience values based on decision making in all aspects of their school life.</p> <ul style="list-style-type: none"> <li>• Clearly express their own values</li> <li>• Explore the values of those around them</li> <li>• Critically analyse how their values are informing their decisions and make ethical decisions based on their own values.</li> </ul>	<p>make ethical decisions based on their own values.</p>	
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Student Competences Key

Personal and Social skills

National and Global Citizenship skills

Learning and Innovation skills

PS - Problem Solving

C - Communication

CI - Creativity and innovation

IL - Independent learning

ISD - Initiative and self-direction

CTH - critical thinking

E - Entrepreneurship

CT - Collaboration/teamwork

SC - Self confidence

CAC - Cultural awareness/citizenship

LR - Leadership and responsibility

GEW - Global and environmental awareness

DC - Digital competence

Date Reviewed: May 2018

Next Review Date: June 2019