لجامعة الخاصة Sarh Al Jaameah F	کے است مربع rivate School			Englisł	n Curriculum Map – Grade 2		
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E-Lea
			UNI	Г 1А – ST	TERM 1 ORIES WITH FAMILIAR SETTINGS (FICTIO	DN)	
T1. 8/9 – 3/10	4	20	Unit 1A: Stories with Familiar Settings Learners will be able to • read and follow stories in familiar settings with increasing fluency, expression and understanding • identify and describe story settings and characters recognising that they may be from different times and places • predict story endings • make simple inferences • comment on vocabulary choices and what impact they make within stories • begin to develop stories with a setting, characters and a sequence of events • begin to use dialogue in retelling and writing stories • extend experiences and ideas through role play. • Learners will learn skills to: • continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes • listen carefully and respond appropriately • use past and present tenses with increasing accuracy • develop their vocabulary and choose interesting words and phrases to describe people and places • practise their handwriting • speak with increased fluency and confidence and demonstrate 'attentive listening'.	Phonics Spelling and Grammar Grammar and Punctuation Reading Writing Reading Fiction and Poetry Writing Fiction	 2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV7 Build and use collections of interesting and significant words. 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places). 2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why). 2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw2 Write in clear sentences using capital letters, full stops and question marks. 2GPw3 Begin to vary sentence openings, e.g. with simple adverbs. 2Rf1 Extend the range of common words recognised on sight. 2Rf2 Use phonics as the prime method of tackling unfamiliar words. 2Rf3 Read aloud with increased accuracy, fluency and expression. 2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places. 2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story 2Rf3 Comment on some vocabulary choices (e.g. adjectives). 2Rf9 Begin to develop likes and dislikes in reading. 2WF5 Vrite with a variety of sentence types. 2WF5 Write with a variety of sentence types. 2WF5 Write with a variety of sentence types. 2WF5 Use the language of time (e.g. suddenly, after that). 	A range of illustrated large print stories with familiar settings, which most learners are able to read independently	

Illustrated stories ar hich most e able to			
Illustrated stories ar hich most e able to			Cambridge Assessment
about, read and write about ar stories in familiar settings.	urces	E-Learning	Comments/Cross Curricular
about, read and write about stories in familiar settings.	Ĭ		
about, read and write about stories in familiar settings.			
	illustrated stories ar hich most e able to endently		about, read and write about

مراجعة الشامعة Sarh Al Jaameah F	مدرسة مرجا rivate School			Englisł	n Curriculum Map – Grade 2			Cambridge Assessment
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
				Speaking and Listening	 2WF9 Choose some interesting words and phrases (e.g. in describing people and places). 2S&L1 Recount experiences and explore possibilities. 2S&L2 Explain plans and ideas, extending them in the light of discussion. 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L9 Extend experiences and ideas through role play. 2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice. 2S&L11 Show awareness that speakers vary talk in different situations 			
				EN	D OF UNIT REVIEW 3 RD OCTOBER			
				UNIT	1B – INSTRUCTIONS (NON-FICTION)			
T1. 6/10 – 31/10	4	20	Unit 1B: Instructions. Learners will be able to: • read and follow simple instructions • fi nd information in text and images in instructional texts • read, speak and write instructions, recognising features of model texts • understand the concept of simple notes in relation to full sentences • use different organisational features when writing instructions • write simple sentences joined by and • speak and listen more confidently in group activities. Learners will learn skills to: • continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes • identify, read and spell words with more than two syllables • respond to question words when reading and use them in writing • develop their vocabulary to include interesting and precise topic-related words • practise their handwriting	Phonics Spelling and Grammar Grammar and Punctuation Reading Writing	 2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts. 2PSV7 Build and use collections of interesting and significant words. 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places). 2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPv2 Read and respond to question words (e.g. what, where, when, who, why). 2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw3 Begin to vary sentence openings, e.g. with simple adverbs. 2GPw3 Begin to vary sentence openings, e.g. with simple adverbs. 2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction. 2GPw6 Begin to re-read own writing for sense and accuracy. 	A range of large print instructions, which most learners are able to read independently.		Learners will talk about, read and write instructions.





جــامعــه الحـاصــه Sarh Al Jaameah	Private School		<u></u>				~	
Term -	No. Week	No. of	Unit Title	Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
Dates	(s) to	lessons	Essential skills	and Sub-				
	complete			Standard				
	•		 speak with increased fluency and 	Reading				
			confidence and demonstrate 'attentive	Fiction and	2Rf2 Use phonics as the prime method of tackling unfamiliar words.			
			listening'.	Poetry	2Rf3 Read aloud with increased accuracy, fluency and expression.			
				Non-fiction	2RNF1 Read and follow simple instructions (e.g. in a recipe).			
					2RNF3 Find answers to questions by reading a section of text.			
					2RNF4 Find factual information from different formats (e.g. charts, labelled			
					diagrams).			
					2RNF5 Identify general features of known text types			
					2RNF6 Show some awareness that texts have different purposes.			
				Writing	2WF4 Find alternatives to and/then in developing a narrative and connecting			
				Fiction	ideas. 2WF5 Write with a variety of sentence types.			
					2WFS Use the language of time (e.g. suddenly, after that).			
				Non-Fiction	2WNF1 Write simple evaluations of books read			
					2WNF2 Write instructions and recount events and experiences.			
					2WNF3 Use features of chosen text type.			
					2WNF4 Use simple non-fiction texts as a model for writing			
					2WNF5 Make simple notes from a section of non-fiction text e.g. listing key			
					words.			
				Speaking and	2S&L1 Recount experiences and explore possibilities.			
				Listening	2S&L3 Articulate clearly so that others can hear.			
				Listening	2S&L4 Vary talk and expression to gain and hold the listener's attention.			
					2S&L5 Show awareness of the listener by including relevant details			
					25&L6 Attempt to express ideas precisely, using a growing vocabulary.			
					2S&L7 Listen carefully and respond appropriately, asking questions of others.			
					2S&L8 Demonstrate 'attentive listening' and engage with another speaker.			
	•			•	ASSESSMENTS		l	l
				ENI	D OF UNIT REVIEW 31 ST OCTOBER			
			LINI		DENAS MUTH FANALLIAD SETTINGS (DOET			
			ON		DEMS WITH FAMILIAR SETTINGS (POETR			
T1.	2	10	Unit 1C – Poems With Familiar Settings	Phonics	2PSV1 Learn the different common spellings of long vowel phonemes.	A range of large		Look at poems and rhymes about
3/11 -				Spelling and	2PSV3 Apply knowledge of phonemes and spelling patterns in writing	print poems, which		familiar settings.
14/11			Learners will be able to:	Grammar	independently.	most learners are		
					2PSV4 Secure the spelling of high-frequency words and common irregular	able to read		Focus on family members and
			 read, enjoy, discuss and compare 		words.	independently		family events such as visiting
			poems		2PSV5 Identify syllables and split familiar compound words into parts.			relatives and shopping.
			identify and describe story settings		2PSV7 Build and use collections of interesting and significant words.	A number of poetry		
			and characters recognising that they		2PSV8 Discuss the meaning of unfamiliar words encountered in reading.	books, containing		
			may be from different times		2PSV9 Choose interesting words and phrases (e.g. in describing people and	poems which most		
			and places	Cuommon and	places).	learners are able to		
			make simple inferences	Grammar and		read with a little		
				Punctuation	2GPr1 Begin to read with fluency and expression, taking some notice of	support.		





Term -	No. Week	No. of	Unit Title	Standard	Learning Objective	Resources	E
Dates	(s) to	lessons	Essential skills	and Sub-			
	complete			Standard			
			 comment on vocabulary choices and what impact they make within the poem in terms of painting a picture write poems based on a model and begin to self-assess their work by re- reading and reflecting extend experiences and ideas through role play. Learners will learn skills to: 	Reading Reading Fiction and Poetry	 punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why). 2Rf2 Use phonics as the prime method of tackling unfamiliar words. 2Rf3 Read aloud with increased accuracy, fluency and expression. 2Rf5 Predict story endings. 2Rf6 Make simple inferences from the words on the page (e.g. about feelings). 2Rf7 Talk about what happens at the beginning, in the middle or at the end of 		
			 continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes listen carefully and respond appropriately to sounds, rhythm and 		 2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story 2Rf8 Comment on some vocabulary choices (e.g. adjectives). 2Rf9 Begin to develop likes and dislikes in reading. 2Rf10 Read poems and comment on words and sounds, rhyme and rhythm. 		
			 rhyme notice punctuation and its effect on reading develop their vocabulary and choose interesting words and phrases to describe people and places 	Writing Fiction	 2WF6 Use the structure of familiar poems and stories in developing own writing. 2WF9 Choose some interesting words and phrases (e.g. in describing people and places). 		
			 practise their handwriting and typing skills where appropriate speak with increased fluency and confidence to recite (parts of) favourite poems. 	Speaking and Listening	 2S&L1 Recount experiences and explore possibilities. 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L9 Extend experiences and ideas through role play. 		
	L		·	·	ASSESSEMENTS		
					NIT REVIEW DUE BY THE 14 TH NOVEMBER		

TERM 2

UNIT 2A – TRADITIONAL TALES FROM DIFFERENT CULTURES (FICTION)

T2	4	20	Unit 2A – Traditional Tales from	Phonics	2PSV1 Learn the different common spellings of long vowel phonemes.	A range of illustrated
5/1/20			different cultures	Spelling and	2PSV4 Secure the spelling of high-frequency words and common irregular	large print
-				Grammar	words.	traditional stories
31/1/20			Learners will be able to:		2PSV5 Identify syllables and split familiar compound words into parts.	and stories from
					2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).	other cultures
			 read and follow traditional tales 		2PSV7 Build and use collections of interesting and significant words.	(including stories
			from a range of cultures with		2PSV8 Discuss the meaning of unfamiliar words encountered in reading.	from the country
			increasing fluency, expression and		2PSV9 Choose interesting words and phrases (e.g. in describing people and	you are in), which
			understanding		places).	most learners are
				Grammar and		able to read
				Punctuation		independently.



E-Learning	Comments/Cross Curricular
	Focus on traditional stories from around the world.



	No. Week	No. of	Unit Title	Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
Dates	(s) to	lessons	Essential skills	and Sub-				
	complete			Standard				
			 identify and describe story 	Reading	2GPr1 Begin to read with fluency and expression, taking some notice of			
			settings and characters recognising	Muitin a	punctuation, including speech marks.			
			that they may be from different	Writing	2GPw1 Use mainly simple and compound sentences, with and, but used to			
			times		connect ideas. Because may begin to be used in a complex sentence			
			and places		2GPw3 Begin to vary sentence openings, e.g. with simple adverbs.			
			• recognise some features of		2GPw4 Use past and present tense accurately – but maybe not always			
			traditional tales		consistently.			
			• recognise and use story openings		2GPw6 Begin to re-read own writing for sense and accuracy.			
			and predict story endings	Reading				
			• comment on vocabulary choices	Fiction and	2Rf1 Extend the range of common words recognised on sight.2Rf2 Use phonics as the prime method of tackling unfamiliar words.			
			and what impact they make within stories	Poetry	2Rf3 Read aloud with increased accuracy, fluency and expression.			
			 develop stories with a setting, 		2Rf4 Identify and describe story settings and characters, recognising that they			
			characters and a sequence of		may be from different times and places.			
			events and recognise that stories		2Rf5 Predict story endings.			
			have		2Rf6 Make simple inferences from the words on the page (e.g. about feelings).			
			different shapes		2Rf7 Talk about what happens at the beginning, in the middle or at the end of			
			• begin to use dialogue in retelling		a story 2Rf8 Comment on some vocabulary choices (e.g. adjectives).			
			and writing stories and punctuate	Non-Fiction				
			accurately		2RNF5 Identify general features of known text types			
			 find answers to questions by 	Writing				
			reading a section of	Fiction	2WF1 Develop stories with a setting, characters and a sequence of events.			
					2WF2 Structure a story with a beginning, middle and end.			
					2WF4 Find alternatives to and/then in developing a narrative and connecting ideas.			
			Learners will learn skills to:		2WF5 Write with a variety of sentence types.			
					2WF6 Use the structure of familiar poems and stories in developing own			
			continue to develop their familiarity		writing.			
			with the reading, spelling and		2WF7 Begin to use dialogue in stories.			
			pronunciation of long vowel phonemes		2WF8 Use the language of time (e.g. suddenly, after that). 2WF9 Choose some interesting words and phrases (e.g. in describing people			
			• identify syllables and split compound words into parts		and places).			
			• spell words with common prefixes					
			e.g. un, dis	Speaking and				
			 use the past and present tense 	Listening	2S&L1 Recount experiences and explore possibilities.			
			accurately		2S&L2 Explain plans and ideas, extending them in the light of discussion. 2S&L3 Articulate clearly so that others can hear.			
			• develop their vocabulary (e.g. similes) and choose interesting words and		25&L4 Vary talk and expression to gain and hold the listener's attention.			
			phrases (e.g. adjectives) to		2S&L9 Extend experiences and ideas through role play.			
			describe people and places					
			write compound sentences using					
			common conjunctions e.g. and, so, but,					
			or, because					
			• speak with increased fluency and					
			confidence and demonstrate 'attentive listening'.					



معالفاتها Sarh Al Jaameah F	DS 2. Da (Lui) Do rivate School			Englisl	h Curriculum Map – Grade 2	
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources
			UNIT 2		ASSESSMENTS F UNIT REVIEW DUE BY 31 ST JANUARY ONARIES AND EXPLANATIONS (NON-FIC	TION)
T2 2/2/20 5/3/20	4	20	Unit 2B: Dictionaries and explanations Learners will be able to: • find information in text and images in explanatory texts • read, speak and write explanations, recognising features of model texts • make simple notes of the main idea of a text and identify key words • use different organisational features when writing explanations • read and write dictionary entries • vary the sentence structure when they write to include compound sentences • speak and listen more confidently in group activities. Learners will learn skills to: • continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes • identify, read and spell compound words • respond to question words when reading and use them in writing • develop their vocabulary to include interesting and precise words • practise their handwriting and begin to join letters • speak with increased fluency and confidence and listen with improved engagement.	Phonics Spelling and Grammar Grammar and Punctuation Reading Writing Fiction and Poetry Non-fiction Writing Writing Fiction Non-fiction	 2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts. 2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly). 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places). 2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why). 2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw2 Write in clear sentences using capital letters, full stops and question marks. 2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction. 2RNF1 Read and follow simple instructions (e.g. in a recipe). 2RNF2 Locate words by initial letter in simple dictionaries, glossaries and indexes. 2RNF3 Find answers to questions by reading a section of text. 2RNF4 Find factual information from different formats (e.g. charts, labelled diagrams). 2RNF5 Identify general features of known text types 2RNF6 Show some awareness that texts have different purposes. 	Simple illustrated dictionaries A range of large print explanations, which most learners are able to read independently.

	55.100 (1995) (Cambridge Assessment
;	E-Learning	Comments/Cross Curricular
d ns, ners		Focus will be on reading explanations, finding information from text, diagrams and flow charts and looking at features of the text type. Learners will read and write dictionary entries before learning to find the main idea, make notes and find the key words in another explanatory text. They will use notes to plan and present an oral explanation, before writing and improving their explanatory text.

ماند Sarh Al Jaameah F	محرسة مرجان Private School			Englisl	n Curriculum Map – Grade 2		5	Cambridge Assessment
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
				Speaking and	 2WNF3 Use features of chosen text type. 2WNF4 Use simple non-fiction texts as a model for writing 2WNF5 Make simple notes from a section of non-fiction text e.g. listing key words. 2S&L2 Explain plans and ideas, extending them in the light of discussion. 			
				Listening	 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L5 Show awareness of the listener by including relevant details 2S&L6 Attempt to express ideas precisely, using a growing vocabulary. 2S&L7 Listen carefully and respond appropriately, asking questions of others. 2S&L8 Demonstrate 'attentive listening' and engage with another speaker. 			
				1	ASSESSMENT	1	1	
					UNIT REVIEW DUE BY 5 TH MARCH 2020			
				LIND OF	UNIT REVIEW DUE BI 3 WARCH 2020			
			U	NIT 2C: F	POEMS BY SIGNIFICANT POETS (POETRY)			
T2	2	10	2C: Poems by significant poets	Phonics Spelling and	2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how,	A range of large print poems, which most learners are		Learners will learn and recite poems written by significant
8/3/20 _ 19/3/20			Learners will be able to: • read, enjoy, discuss and compare poems with an understanding of different poetic voices • identify and describe similarities and differences between poems including layout on the page • comment on vocabulary choices and what impact they make within the poem in terms of painting a picture including simple personification	Grammar Grammar and Punctuation	 low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts. 2PSV7 Build and use collections of interesting and significant words. 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places). 2GPr1 Begin to read with fluency and expression, taking some notice of 	A number of poetry books, containing poems which most learners are able to read with a little support.		poets., discuss the contexts of the poems, develop associated ideas and vocabulary, read and then explore specific language feature of each poem such as rhythm and rhyme or shape, before using each to inform their own writing.
			 identify general features of poems write poems based on a model and begin to self-assess their work by rereading and reflecting 	Reading	2GPw6 Begin to re-read own writing for sense and accuracy.			
			 extend experiences and ideas through role play show awareness of poets speaking in different voices and try out different ways of speaking. 	Reading Fiction and Poetry	 2Rf1 Extend the range of common words recognised on sight. 2Rf2 Use phonics as the prime method of tackling unfamiliar words. 2Rf3 Read aloud with increased accuracy, fluency and expression. 2Rf6 Make simple inferences from the words on the page (e.g. about feelings). 2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story 			
			Learners will learn skills to: • continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes	Non-Fiction	 2Rf9 Begin to develop likes and dislikes in reading. 2Rf10 Read poems and comment on words and sounds, rhyme and rhythm. 2RNF6 Show some awareness that texts have different purposes. 			



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جــامعــة الخـاصـة Sarh Al Jaameah	
Sarn Al Jaamean	Private School

Term -	No. Week	No. of	Unit Title	Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
Dates	(s) to	lessons	Essential skills	and Sub-				
	complete			Standard				
			 including /oi/, /ar/ and /ow/ listen carefully and respond appropriately to sounds, rhythm and rhyme, including alliteration notice punctuation and its effect on reading develop their vocabulary and choose powerful words and images practise their handwriting (joining) and typing skills where appropriate speak with increased fluency and confidence to recite favourite poems. 	Writing Fiction Speaking and Listening	 2WF6 Use the structure of familiar poems and stories in developing own writing. 2WF6 Use the structure of familiar poems and stories in developing own writing 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L7 Listen carefully and respond appropriately, asking questions of others. 2S&L8 Demonstrate 'attentive listening' and engage with another speaker. 2S&L9 Extend experiences and ideas through role play. 2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice. 			
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ASSESSMENT

END OF UNIT REVIEW DUE BY 19TH MARCH 2020

TERM 3

UNIT 3A: STORIES BY SIGNIFICANT CHILDREN'S AUTHORS (FICTION)

Т3	4	20	Unit 3A: Stories by significant children's	Phonics	2PSV1 Learn the different common spellings of long vowel phonemes.	A range of large
12/4/20			authors	Spelling and	2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how,	print books featuring
-				Grammar	low, apple, acorn)	stories by significant
7/5/20			Learners will be able to:		2PSV3 Apply knowledge of phonemes and spelling patterns in writing	children's authors,
					independently.	including different
			 read extracts from stories by 		2PSV4 Secure the spelling of high-frequency words and common irregular	stories by the same
			significant children's writers		words.	author, which most
			 begin to appreciate and identify some 		2PSV5 Identify syllables and split familiar compound words into parts.	learners are able to
			interesting words and phrases		2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).	read independently.
			 know that some answers are 'right 		2PSV7 Build and use collections of interesting and significant words.	
			there' in a text but others need to be		2PSV8 Discuss the meaning of unfamiliar words encountered in reading.	
			thought about (inferred/deduced)		2PSV9 Choose interesting words and phrases (e.g. in describing people and	
			 write a story with a beginning, a 		places).	
			middle and a happy ending			
			• recognise and use sequencing phrases	Grammar and		
			which establish the time an event takes	Punctuation	2GPr1 Begin to read with fluency and expression, taking some notice of	
			place	Reading	punctuation, including speech marks.	
			 begin to use paragraphs to group 		2GPr2 Read and respond to question words (e.g. what, where, when, who,	
			together ideas.		why).	
			Learners will learn skills to:	Writing	2GPw1 Use mainly simple and compound sentences, with and, but used to	
					connect ideas. Because may begin to be used in a complex sentence	
			 continue to develop their familiarity 		2GPw2 Write in clear sentences using capital letters, full stops and question	
			with the spelling and pronunciation of		marks.	
			long vowel phonemes,		2GPw3 Begin to vary sentence openings, e.g. with simple adverbs.	
			particularly /oi/, /ow/, /air/ and /eer/		2GPw4 Use past and present tense accurately – but maybe not always	



Cambridge Assessment International Education

Focus on stories by significant children's writers. During the unit learners will read extracts from stories by three significant children's writers and will plan and write their own story.



4/6/20

English Curriculum Map – Grade 2

2PSV3 Apply knowledge of phonemes and spelling patterns in writing

2PSV4 Secure the spelling of high-frequency words and common irregular

reports, linked to

area, which most

another curriculum

Sarh Al Jaameah F	Private School						
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E
			 continue to use phonics as the prime method of reading new words develop their reading fluency and focus on punctuation to support reading respond to question words when reading and use them in writing write using compound sentences and begin to use because in complex sentences develop their vocabulary to include interesting and precise words practise their handwriting and begin to join letters speak with increased fluency and confidence and listen with improved engagement. 	Reading Fiction and Poetry Writing Fiction Presentation Speaking and Listening	 consistently. 2GPw6 Begin to re-read own writing for sense and accuracy. 2Rf1 Extend the range of common words recognised on sight. 2Rf2 Use phonics as the prime method of tackling unfamiliar words. 2Rf3 Read aloud with increased accuracy, fluency and expression. 2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places. 2Rf5 Predict story endings. 2Rf6 Make simple inferences from the words on the page (e.g. about feelings). 2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story 2Rf9 Begin to develop likes and dislikes in reading. 2WF1 Develop stories with a setting, characters and a sequence of events. 2WF2 Structure a story with a beginning, middle and end. 2WF4 Find alternatives to and/then in developing a narrative and connecting ideas. 2WF7 Begin to use dialogue in stories. 2WF7 Begin to use dialogue in stories. 2WF7 Begin to use dialogue in stories. 2WF1 Form letters correctly and consistently 2WP2 Practise handwriting patterns and the joining of letters. 2S&L1 Recount experiences and explore possibilities. 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L5 Show awareness of the listener by including relevant details 2S&L3 Demonstrate 'attentive listening' and engage with another speaker. 2S&L3 Demonstrate 'attentive listening' and engage with another speaker. 2S&L3 Demonstrate 'attentive listening' and engage with another speaker. 2S&L3 Demonstrate 'attentive listening' and engage with another speaker. 2S&L4 Dave and a sequence of events. 		
				END O	ASSESSMENT F UNIT REVIEW DUE BY 7 TH MAY 2020		
			UNIT		I-CHRONOLOGICAL REPORTS (NON-FICTI	ON)	
T3 10/5/20 - 4/6/20	4	20	Unit 3B: Non-chronological reports Learners will be able to:	Phonics Spelling and Grammar	 2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing 	A range of large print non- chronological	

independently.

words.

• read aloud with increasing accuracy,

fluency and confidence



V International Education									
E-Learning	Comments/Cross Curricular								
	Focus on non-chronological reports. Read information								
	that is presented in different ways and begin to make notes,								
	summarise and use the								
	information in talking and writing.								



Term -	No. Week	No. of	Unit Title	Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricula
ates	(s) to	lessons	Essential skills	and Sub-				
	complete			Standard				
			recognise key features of non-		2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).	learners are able to		
			chronological report texts		2PSV7 Build and use collections of interesting and significant words.	read independently.		
			• write a report text based on a model		2PSV8 Discuss the meaning of unfamiliar words encountered in reading.			
			 organise their ideas into sections or paragraphs with headings 		2PSV9 Choose interesting words and phrases (e.g. in describing people and places).			
			 answer questions based on texts, 					
			charts and diagrams	Grammar and	2GPr1 Begin to read with fluency and expression, taking some notice of			
			• identify key words, summarise and	Punctuation	punctuation, including speech marks.			
			make notes from simple texts	Reading	2GPr2 Read and respond to question words (e.g. what, where, when, who,			
			 find information using texts that are 		why).			
			in print and on screen.					
				Writing	2GPw1 Use mainly simple and compound sentences, with and, but used to			
					connect ideas. Because may begin to be used in a complex sentence			
			Learners will learn skills to:		2GPw4 Use past and present tense accurately – but maybe not always			
			continue to develop their familiarity		consistently.			
			with the spelling and pronunciation of		2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction.			
			long vowel phonemes focusing		2GPw6 Begin to re-read own writing for sense and accuracy.			
			on /oi/, /ow/, /air/, /ear/ and /er/					
			 recognise and spell an increasing 	Reading	2Rf1 Extend the range of common words recognised on sight.			
			number of common words	Fiction and	2Rf2 Use phonics as the prime method of tackling unfamiliar words.			
			 organise words into alphabetical 	Poetry	2Rf3 Read aloud with increased accuracy, fluency and expression.			
			order according to the first letter		2Rf8 Comment on some vocabulary choices (e.g. adjectives).			
			write in the present tense		2Rf9 Begin to develop likes and dislikes in reading.			
			begin to use because to join					
			sentences	Non-fiction	2RNF2 Locate words by initial letter in simple dictionaries, glossaries and			
			 practise their handwriting and begin to join letters 		indexes.			
			speak with increased fluency and		2RNF3 Find answers to questions by reading a section of text.2RNF4 Find factual information from different formats (e.g. charts, labelled			
			confidence and listen with improved		diagrams).			
			engagement.		2RNF5 Identify general features of known text types			
					2RNF6 Show some awareness that texts have different purposes.			
					2RNF7 Explore a variety of non-fiction texts on screen.			
				Writing	2WF3 Link ideas in sections, grouped by content.			
				Fiction	2WF4 Find alternatives to and/then in developing a narrative and connecting			
					ideas.			
				Non-Fiction	2WNF3 Use features of chosen text type.			
				Non-netion	2WNF5 Make simple notes from a section of non-fiction text e.g. listing key			
					words.			
				Presentation	2WP1 Form letters correctly and consistently			
					2WP2 Practise handwriting patterns and the joining of letters.			
				Speaking and	25&L1 Recount experiences and explore possibilities.			
				Listening	25&L3 Articulate clearly so that others can hear.			
					2S&L4 Vary talk and expression to gain and hold the listener's attention.2S&L5 Show awareness of the listener by including relevant details			
					230L3 Show awareness of the instenter by including relevant details			L



تجامعة الخاصة Sarh Al Jaameah	DS اکست میری Private School			Englisl	n Curriculum Map – Grade 2		3	Cambridge Assessment
Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub- Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
					 2S&L6 Attempt to express ideas precisely, using a growing vocabulary. 2S&L7 Listen carefully and respond appropriately, asking questions of others. 2S&L8 Demonstrate 'attentive listening' and engage with another speaker. 2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice. 2S&L11 Show awareness that speakers vary talk in different situations 			
				1	ASSESSMENT			
				END OF	UNIT REVIEW DUE BY 4 TH JUNE 2020			
			U	NIT 3C: F	POEMS WITH LANGUAGE PLAY (POETRY)			
T3 7/6/20	2	10	Unit 3C – Poems with language play	Phonics Spelling and	2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how,	A range of large print poems by		Learners will read jokes and poems, some by significant
- 18/6/20			Learners will be able to:	Grammar	low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing	significant poets, containing language		children's writers.
10/0/20			 read and analyse some jokes 		independently.	play and humour,		They will discuss poems and talk
			 read aloud and recite poems with increasing accuracy, fluency and 		2PSV4 Secure the spelling of high-frequency words and common irregular words.	which most learners are able to read		about what they like and dislike, then write a short review of a
			confidence		2PSV5 Identify syllables and split familiar compound words into parts.	independently		chosen poem.
			 know how key punctuation marks impact on reading aloud 		2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).2PSV7 Build and use collections of interesting and significant words.	A number of poetry		As they learn to recite a poem,
			have a vocabulary of words and ideas		2PSV9 Choose interesting words and phrases (e.g. in describing people and	books, containing		they will think about how to
			to use when describing poems consider what makes them like or 	Grammar and	places).	poems which most learners are able to		change their voices to hold the listeners' attention. They will ther
			dislike a poem	Punctuation	2GPr1 Begin to read with fluency and expression, taking some notice of	read with a little		consider technical aspects of
			• write their own version of a poem.	Reading	punctuation, including speech marks.	support.		reading aloud before looking at the structure of a simple poem,
				Writing	2GPw6 Begin to re-read own writing for sense and accuracy.			which they will use as a model for
			Learners will learn skills to:	Reading	2Rf1 Extend the range of common words recognised on sight.			their own work.
			continue to develop their familiarity	Fiction and	2Rf2 Use phonics as the prime method of tackling unfamiliar words.			
			with the spelling and pronunciation of long vowel phonemes, focusing	Poetry	2Rf3 Read aloud with increased accuracy, fluency and expression.2Rf9 Begin to develop likes and dislikes in reading.			
			on /oi/, /ow/, /air/ and /ear/		2Rf10 Read poems and comment on words and sounds, rhyme and rhythm.			
			 know that changing the spelling of some words also changes the meaning 	Writing	2WF7 Begin to use dialogue in stories.			
			 recognise and spell an increasing 	Fiction	2WF9 Choose some interesting words and phrases (e.g. in describing people			
			number of common wordspractise their handwriting and begin		and places).			
			to join letters	Non-fiction	2WNF1 Write simple evaluations of books read			
			 speak with increased fluency and confidence and listen with improved 	Presentation	2WP1 Form letters correctly and consistently			
			engagement.	rieschiation	2WP2 Practise handwriting patterns and the joining of letters.			
				Speaking and	2S&L2 Explain plans and ideas, extending them in the light of discussion.			
				Listening	2S&L3 Articulate clearly so that others can hear.			



English Curriculum Map – Grade 2										
Term - Dates	No. Week (s) to	No. of lessons	Unit Title Essential skills	Standard and Sub-	Learning Objective	Resources	E-Learning	Comments/Cross Curricular		
Dates	complete	lessons	Essential skills	Standard						
					 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice. 2S&L11 Show awareness that speakers vary talk in different situations 					
	ASSESSMENT									
	END OF UNIT REVIEW DUE BY 18 th JUNE 2020									