

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

United School International School, The Pearl, Doha.

Primary School Curriculum.



مدرسة المتحدة الدولية

United School International

The Pearl Island جزيرة اللؤلؤة

an Orbital Education School

Head of Primary School

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

ACADEMIC LEARNING

Our curriculum is designed to provide both breadth and depth and give the children in the Primary School a stimulating, challenging, learning experience. While we place a great emphasis on the core subjects to ensure all children achieve the highest standards possible, we balance this with creative, physical and investigative learning for all. All pupils have opportunities for free and deep learning through research and project work. The pupils' education is enhanced further with opportunities for learning outside and beyond the classroom through themed learning and community links. At USI, we also have a wide and varied Enrichment program that ensures all children find an activity that they are passionate about. We have daily Enrichment sessions as well as our comprehensive programme of external co-curricular activities.

In Years 1 through to Year 6, the children receive much of their teaching in academic subjects from their class teachers and a growing number of subject specialist staff. Year 6 is organised as a transitional year with the children encountering a greater number of staff in preparation for Year 7. All our pupils are taught by subject specialist staff for French, Art, Spanish, Music, P.E. Swimming, Drama and Computer Studies. Class teachers remain key figures both academically and pastorally throughout the Primary School playing an essential role in the 'holistic' education that we offer.

HOLISTIC EDUCATION

The Class Teacher in the Primary School is at the heart of the pastoral and academic lives of the children. They have the direct and daily responsibility for monitoring the wellbeing of their pupils. The Class Teacher acts as the first point of contact for parents and in school is likely to be the person who knows the students in his or her class best. They have large amounts of contact with them through registration, PSED lessons and many academic lessons (especially the core subjects). We believe our students should be confident, happy and then the learning will come naturally.

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

ENRICHED LEARNING – AFTER SCHOOL ACTIVITIES

Students at USI, have the opportunities for a great deal of Drama and Music both inside and outside the curriculum.

Our Music program means that all students from Year 1 to Year 6 will have Specialist music classes each week as well as Choir with their Key Stage. All the students are encouraged to be involved in our productions. We have a Key Stage 1 show in Term 1 and a Key Stage 2 production in Term 2. We place a strong emphasis on all the children contributing and having their chance to shine. There are multiple ensembles and concerts (both grand and informal) and singing is at the heart of the school in our assemblies and year group assemblies that are showcased for parents.

We wish all our students leave the Primary School having learnt many skills in the Performance Arts but most importantly to be inspired to keep this appreciation throughout Secondary and well beyond. All the children should know what it feels like to be a singer, an artist, a player and an actor by the time they leave the Primary School, it is our job to provide these opportunities.

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

KEY STAFF CONTACTS

NAME	DESIGNATION	EMAIL
MR. IAN TEMPLE	EXECUTIVE PRINCIPAL	IAN.TEMPLE@UNITED SCHOOL.QA
	HEAD OF PRIMARY	
MR ELLIOT ROSE	ADMISSIONS MANAGER	ELLIOT.ROSE@UNITEDSCHOOL.QA
MS VANJA	RECEPTIONIST	RECEPTION@UNITEDSCHOOL.QA

SCHOOL TIMINGS

07:30	START OF SCHOOL DAY
14:00	END OF LESSONS
14.10	AFTER SCHOOL ACTIVITIES
15.15	EXTERNAL ACADEMIES

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

AFTER SCHOOL SCHEDULE

Our ASA offer is planned to ensure every student reaches their potential as well as having the opportunity to try new activities, participate in outings, in and around the community as well as further afield. Our ASA program is planned with Sporting Activities, Languages & Cultural Clubs, Performance Arts program and extra academic sessions to help support students' confidence and develop attainment.

We insist that the children try a range of activities to ensure a balanced and broad curriculum and to provide them with a holistic view of learning that will shape their future.

The amount of ASA's that your child completes each week is optional but no less than two per week. The activities have been planned considering academic, sport and performing arts as well as some relaxation session to help children relax after a busy day of learning.

All classes are arranged based on interest and therefore we are unable to change options after registration closes.

Please see our ASA brochure for more information.

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

MATHS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Students will learn how to manipulate, calculate, analyse, and reason whilst applying these skills to real-life problems. Our curriculum is designed for pupils to become knowledgeable and deep mathematical thinkers, this is achieved through purposeful practice, independent home learning opportunities and an emersion in mathematical technology.

For our maths teaching, we use White Rose Maths. This is an award-winning system that provides materials and schemes for learning. If you would like to know more, please follow this link:

<https://whiterosemaths.com/who-we-are/our-story>

LITERACY

The overarching aim for Literacy in the British National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for Literacy aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The Learning of Literacy is divided into key areas in The United School International. We develop Spoken English, Reading, and Writing as well as enhance spelling, grammar and punctuation, however this is very much an interdisciplinary topic that can be observed on the timetable as a standalone subject but also plays a very big part in other topics such as Science, Topic etc. Pupils are given daily lessons where they gain the skills to have a confident and well-mastered voice, both on paper and spoken. With a spacious and well-stocked libraries as the centre of the school; Early Years personalised class libraries, Primary Key Stage 1 library and our Key Stage 2 and Secondary Library. our pupils know that reading is an integral part of their daily life.

An abundance of enriching literature-based activities are run yearly such as writing competitions in school and in the national community, visiting authors, family book club, Shakespeare workshops, book weeks, Ted talks, just to name a few.

On the journey from FS1 through to Year 9, a high standard of writing, reading, speaking and listening is developed, our expectations are high for all our students.

SCIENCE

Pupils in Years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language

The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out

The principal focus of science teaching in Upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At Upper Key Stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

TOPIC

In USI, Topic class includes Geography, History and Citizenship as facets of the learning. The subjects merge and become an interdisciplinary approach to a key Topic that emerges in all components of the teaching block. Literacy texts link to the Topics, reinforcing key vocabulary and build links that the children can map across all their learning. In Geography our students develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. They understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. We also develop geographical skills needed to; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

processes. We teach the skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Our students can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length by the time they leave Year 6. In History our students are introduced to Qatari History, an important area of curricular learning is looking at the community we live in to understand and respect the cultural elements that makes Qatar such a beautiful place to live in. History allows the students the opportunity to experience the past, the legends and the chronicles of time that leads to the way our world is evolving. They will know and understand the history of different countries as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how countries have been influenced by the wider world. They will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

THE ARTS

Our students are taught The Arts by leading Specialist teachers in Music, Art & Design, Drama and Design & Technology. The curriculum is connected to the Topic and the children build their creativity as we move through the topic. The words they read, the songs they sing, add and develop extending their art and drama skills. produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design. They will also study different artists' works, researching the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In Music our students will learn to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Weekly Choir lessons help them learn to sing and to use their voices, to create and compose music on their own and with others. Our children will have the opportunity to learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence. As the students grow and move through the year groups they will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

COMPUTING STUDIES

Our students are taught Computer Studies by a Specialist teacher. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. The students will have the opportunity to use iPads in all classes for research and interactive learning as well as using Promethean Interactive Screens in the classroom to develop their confidence and skills in all areas of ICT. In Key Stage 2 the children learn design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. We have a range of apps and programs that they students will use to learn how to sequence, use selection, and repetition in programs as well as learn how to work with variables and various forms of input and output. We encourage the students to become confident using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Our students learn that computers are not all about games and social media but have a deep layer and a real importance in the future and in their educational development.

LANGUAGES

In USI, we have students from all over the globe. We offer Spanish and French from Year 1 and have Early Years taster classes to allow even our youngest students the opportunities to experience new languages. We teach native Arabic and run after school classes for those interested in developing their language skills. This is an important detail as we hope all our students can develop the language of the country we live. We want our students to become global citizens and hope they will develop a love of languages that will be cultivated as they get older.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

National Curriculum of England.

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

PHYSICAL EDUCATION

The British National Curriculum states, that all schools should deliver a high-quality physical education curriculum, which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At USI our students have PE lessons twice a week taught by Specialist trained teachers from the UK. We build on this program by inviting qualified swim coaches, soccer coaches and other external providers to ensure our curriculum provides students the opportunities to trial a range of sporting sessions. We teach in block of 4 and 6 weeks to build and develop key skills all while having fun, making friendships and learning how to collaborate as part of a team – a lifelong skill that everyone should have. In Key Stage 1 the students begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In Key Stage 2 the students use running, jumping, throwing and catching in isolation and in combination play competitive games, [badminton, basketball, cricket, football, hockey and netball, rounders and tennis], and apply basic principles suitable for attacking and defending. They will further develop key skills to;

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Our students will participate in blocks of Swimming lessons throughout the year. Our school swimming pools are there to be used as part of the PE class and as part of the ASA program. We will ensure the children develop safety skills and be able to swim

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

competently, confidently and proficiently over a distance of at least 25 metres. They will use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] as well as learn to perform safe self-rescue in different water-based situations.

YEAR 2 MATHS

CURRICULUM INTENTION

In Year 2 Math's, we build on the Math's focus from Year 1 but expect more fluency in recall and application. In Year 2 we expect our students to use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. When working with Number, they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations

Year 2 solidifies the foundations in all aspects of the Early Years Math's learning – fluency, recall and confidence are key skills we focus on for our Year 2 students. We use White Rose Maths but enhance this with practical resources and our teachers use many other schemes to deepen the mastery learning to ensure reinforcement and practice is provided.

CURRICULUM IMPLEMENTATION

Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.

Like our Year 1 teaching strategies, everything is taught using hands on approaches with first class resources to support children's understanding – visual and practical teaching as well as technology and workbooks to practice and secure number formation and recall.

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

ASSESSMENT

Two assessments per term will be carried out to measure student progress, the assessments will be cumulative and will therefore include all work learnt up to that point (including expected knowledge from previous years). Each week the children will have Arithmetic assessments and we will issue homework 2-3 times per week.

WIDER CURRICULUM

Maths is everywhere and the learning from our Maths classes will be incorporated into other subjects such as Role Play, Art, IT and other learning experiences to ensure we are reinforcing and revisiting key vocabulary to fully deepen the mastery of the Math terminology.

CURRICULUM IMPACT

Number & Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- 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 $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number - Addition & Subtraction

- 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

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

- 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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number – Multiplication & Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$ 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

- 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 $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

- 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
- compare and sequence intervals of 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

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

Geometry – Position & Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- 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).

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.

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

YEAR 2 LITERACY CURRICULUM

CURRICULUM INTENTION

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. e. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during the year.

In Year 2, our students have reading tasks for home every evening and we have guided reading classes assigned to the timetable, twice a week. Our students will have a weekly spelling test and will have homework 2-3 times per week. We have an EAL support teacher who will assist students when necessary.

CURRICULUM IMPLEMENTATION

At United School International, we teach through thematic topics that encourage interdisciplinary sharing of language and writing skills. We share this information at the start of each topic and provide parents with key vocabulary that can be revised prior to starting the new theme so students can access the learning from the start.

The learning relates to texts that are carefully chosen by the teachers. The texts will engage and excite the students and build on new vocabulary that will be applied to the writing.

ASSESSMENT:

A variety of different assessment methods are used.

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

At this stage of learning, the children work on Phonics and spelling to develop both reading and writing standards. Each week we will have key words for spelling and a spelling review each Thursday. Written pieces of work will be made up of 6 weeks week of learning with a final written piece; creative, narrative, report etc. This will be reviewed according to the gov.uk standards. Reading is an ongoing assessment. Teachers will use key materials to inform the judgements they make against the statutory framework for English reading at the end of Key Stage 1. Students will complete 'entry' and 'exit' summative assessments from GL, this data is tracked and monitored against classes, year groups and cohorts.

WIDER CURRICULUM OPPORTUNITIES

- Reading lesson allocated every fortnight.
- The Big Read with book review tasks set regularly.
- Author visits.
- Live productions.
- Department leading on development of reading and writing across the curriculum.

CURRICULUM IMPACT

Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -l
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

- form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and
- understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing - Composition

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing

- develop their understanding of the concepts by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

YEAR 2 CURRICULUM OVERVIEW

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

TERM	MISSION	SUBJECT FOCUS	WRITING OPPORTUNITIES	SUMMARY
AUTUMN 1 6 weeks	Trailblazers The Story of Flight	Curiosity & Intrigue CC Link Technology, Art & Geography.	Diary writing, Recount Fiction & Non - Fiction	<p>During this mission, pupils will learn about key people who impacted on the history of flight – The Wright brothers, Amelia Earhart, Rolls Royce etc.</p> <p>The pupils will research key questions such as how do birds fly? Why cannot all birds fly? Through research and practical investigations, the children will create new and eco-friendly ways to create ways to fly. The children will investigate how planes fly at night and how they can be tracked in the sky – connecting to key objectives on light and reflection.</p> <p>In Art the children will research 'Birds' and discover fine lines, pen and ink patterns.</p> <p>The children will research Amelia Earhart and use nonfiction books the class text will 'Owl babies , 'Beegu' and 'The Great Balloon Hullabaloo'</p>
AUTUMN 2 4 weeks	I am Unique!	Identity, Diversity, & Equality - Belonging & Community CC Links History, Art & Geography	Creative Writing Poetry Familiar Settings Posters Labelling	<p>During this mission, pupils will talk about what makes them unique. They will discover what sports they enjoy, where they excel, what they would like to be good at and try a range of new activities. This topic has strong PSHE links and focuses on friendships and us.</p> <p>Science topic has connections to the body and healthy eating linked to Sport.</p> <p>The pupils will look at famous footballers (World Cup link) and their lifestyle – how they keep healthy, fit and excel in their sport.</p> <p>Key text – Julia is a Mermaid by Julia Love, The Bear & The Piano and The Field.</p>

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

SPRING 1	Save Our Planet	Global Diversity & Sustainability	<p>Poetry, pattern and rhyme.</p> <p>Repetitive patterns.</p> <p>Rhyme</p>	<p>During this mission, pupils will read the text 'A Ticket Around the World'. They will look at children's lifestyles from Africa – comparative study 'Kenya'.</p> <p>Key texts include 'Meerkat Mail'</p> <p>Climate and weather will lead the scientific enquiry through this topic with wonderful connections to gardening, seeds and planting. The children will support the development of the USI vegetable garden and take charge of planting and watering our little seeds. The children will look at the animals</p>
SPRING 2 6 weeks	Marvellous Medicines	Peace & Conflict	<p>Interview skills</p> <p>Science – caring for others</p> <p>What is a question?</p>	<p>During this mission, pupils will be learning about human bodies and healthy living. The pupils will research key people who developed the health and medical system – Edith Cavall, Mary Seacole and Florence Nightingale. The children will link with local medical staff and interview them. Pupils will find out about and describe the basic needs of animals including humans, for survival (water, food and air)</p> <p>What is a germ? How do they spread? Vaccines – how do we know they work?</p> <p>The class text is 'Georges Marvellous Medicine' by Roald Dahl and a range of nonfiction texts researching Mary Seacole and famous medical figures.</p> <p>The children will have a nurse visit and talk to them about taking care of people. They will begin to understand personal hygiene, washing hands, germs etc.</p> <p>In Art they will do some still life painting of medicine bottles, and other medical equipment. They will design a label for a medicine bottle and discuss what should be included.</p>

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

<p>SUMMER 1</p> <p style="text-align: center;">6 weeks</p>	<p>Fit for a King & a Queen</p>	<p>Enterprise – Everyone a leader</p> <p>CC Links</p> <p>PSHE, Science Materials.</p>	<p>Traditional Tales</p> <p>Instructional writing</p> <p>Settings, description and recount</p>	<p>During this mission the children will talk about friendship, leadership and how to balance both with kindness. They will talk about kings and queens & other leaders around the world.</p> <p>The children will talk about clothes during the times and talk about the past the present and what changes we can see. They will look at house and homes and compare them to castles.</p> <p>Key texts include Sleeping Beauty, George and the Dragon, The queens Knickers by Nicholas Allan, The Princess & The Wizard & Prince Cinders by Babette Cole</p> <p>The children will have lots of fun living in this magical topic as we develop their creativity.</p> <p>The students will carry out portrait drawings, focusing on composition and planning the layout and proportions.</p>
<p>SUMMER 2</p> <p style="text-align: center;">4 weeks</p>	<p>The Colourful Jungle</p>	<p>Identity, Diversity & Equality</p> <p>Familiar Settings</p> <p>CC Link</p> <p>Geography, Art & Science.</p>	<p>Non chronological report -</p> <p>Poetry.</p>	<p>During this mission the pupils will learn about The Jungle and the animals that live there. They will focus on the Amazon and the effects of deforestation on the range of habitats that live there.</p> <p>On the map, children will locate and plot where rainforests can be found? Where is the Equator is located?</p> <p>Students will use the internet to find out about the different layers of the Rainforest. Art and Music lessons will ensure colour and rhythm inspires – Henri Rousseau.</p>

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YEAR 2 TEACHING TEAM

YEAR 2 A	00-0208 Room 3	Ladybirds	Steph Hopkinson	Kirby Villagracia
YEAR 2 B	00-0207 Room 4	Grasshoppers	Jenifer Watson	