



KS1 - Years 1 & 2  
Curriculum Guide  
August 2023

[www.oryxschool.qa](http://www.oryxschool.qa)

Respect | Integrity | Excellence | Compassion | Responsibility

مدرسة أوريكس العالمية



# Welcome to Oryx International School

Welcome to Oryx International School, at Oryx we believe the first step in your child's education is the most important one. We pride ourselves on providing a unique, learning-enriched environment accompanied by high-quality and experienced teaching staff.

We believe that every child is unique and special and it is our job to provide them with the appropriate attention, care, support and encouragement required to bring

out his or her own talents and strengths. We lay down the foundation for children's success to move from one key stage to another to achieve both academically and personally throughout life.

Oryx International School is owned by Qatar Airways and managed by Orbital Education and is exclusively for the children of employees of Qatar Airways.



## Orbital Education



Orbital Education, which is based in the UK, owns and operates a growing group of international schools across the globe that cater for students between the ages of 3 and 18 years.

They specialise in delivering the English National Curriculum, enhanced to meet the needs of an internationally diverse student population.

## Our school values

Respect | Integrity | Excellence | Compassion | Responsibility



# What we do

## Our mission

Our mission at Oryx is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK teachers.

## Our vision

Our vision is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21<sup>st</sup> century.

## Code of Conduct

All members of our school community are valued and should value others.

### Be respectful

- in speech and conduct
- by showing respect for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

### Be prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment
- by being ready to work

### Be hard-working

- by following instructions
- by starting work quickly
- by being focused on the learning activity
- by completing homework

### Be responsible

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

### Certain forms of behaviour will not be tolerated under any circumstances:

- Bullying and malicious teasing
- Cyberbullying (in or out of school time)
- Physical or verbal abuse
- Persistent lying to a member of staff
- Stealing
- Vandalism
- Cheating in an exam
- Insolence towards any member of staff

### PLEASE NOTE

Mobile phones are not allowed to be used during the school day, whilst on site, on a school trip or at an official school event. Secondary students can only use their mobile phones with the teacher's permission for collection at the end of the school day.

Chewing gum, all nuts and sunflower seeds and carbonated soft drinks are not allowed in school.

We have a very clear set of procedures for dealing with any breach of conduct at school and whilst we endeavour to support and reinforce positive behaviour, students will be accountable for their own actions and should expect consequences for any unacceptable behaviour as per our Rewards and Sanctions Policy.

### Parents and visitors

Parents and visitors are expected to treat all staff, including facilities staff, and students with respect. Anyone using loud, abusive or aggressive language, intimidation, physical threats or ignoring the instructions of staff will be asked to leave the premises and reported to Qatar Airways HR department and the authorities if necessary.

### Reporting incidents

Students have a responsibility to report incidents of bullying, stealing and vandalism to a member of staff because these things are very damaging to the community to which you belong; covering up for others will do much more harm than good. Please speak to your children about this.

# Key Personnel

## Academic staff

Year group	Teacher	Class name
Year 1 Teacher and Year Leader	Miss James	Vietnam
Year 1 Teacher	Mr Brame	Indonesia
Year 1 Teacher	Mrs Corrie	Cambodia
Year 1 Teacher	Miss Ali	Malaysia
Year 1 Teacher	Miss Blucher	Thailand
Year 1 Teacher	Ms Moktar	Nigeria
Year 2 Teacher and Year Leader	Mr Mistry	South Africa
Year 2 Teacher	Mr Franklin	Tanzania
Year 2 Teacher	Mrs Shah	Singapore
Year 2 Teacher	Mr Mossey	Senegal
Year 2 Teacher	Mrs Rasib	Sudan
Year 2 Teacher	Mrs Texeira	Kenya
Year 2 Teacher	Miss Stonehouse	Algeria

## Key Senior Leadership Team

Executive Principal	Mr Laidlaw	exec.pa@oryxschool.qa
Vice-Principal Primary	Mrs Smith	andrea.smith@oryxschool.qa
Assistant Principal	Mr Mernagh	liam.mernagh@oryxschool.qa
Assistant Principal	Miss Dobinson	ashleigh.dobinsony@oryxschool.qa
Phase Leader EYFS and Year 1	Miss McConville	catherine.mcconville@oryxschool.qa
Phase Leader Year 2 to 4	Mrs Parson	claire.parson@oryxschool.qa

## Key Administrative Staff

Reception	Mrs. Tracy Roden Mrs. Zahr Kaddem	reception@oryxschool.qa
Primary PA	Mrs Flora Kumar	flora.kumar@oryxschool.qa
Nurse	Mrs. Julie Gano Mrs. Diana Consuelo	nurse@oryxschool.qa
Cashier - Fees	Mrs. Ross-Ann Enriquez	finance@oryxschool.qa
Admissions	Mrs. Mariam Khan Mrs Griselda Gonsalves	admissions@oryxschool.qa



# Topic Overview

## Year 1

### Term 1

#### Let's play! What's in the toybox?

As Historians, we will be finding out about toys and how toys have changed over time. We will think and talk about how children had fun in the past. As Geographers, we will research different toys and games that are played around the World. As scientists, we will look at what materials the toys are made from. As designers, we will create our own toys.

#### How does your garden grow? Can plants talk?

As scientists, we will identify the different parts of flowers and trees. As artists, we will be colour mixing and creating tones and shades based on the artists Klee and Kandinsky.

#### Theme days and events

- Global week
- Make a toy day
- Anti- Bullying- odd socks day
- Pink Day- cancer aware
- Trip to a Garden centre
- Visit the children's museum at katara.
- Winter Fair.

### Term 2

#### All creatures great and small. What is the biggest animal in the World?

As scientists, we will identify, describe and compare a variety of different animals. We will look at their skeletons, their features and their young. We will discover which animals are omnivores, herbivores and carnivores. As designers, we will sew bugs and minibeasts and add them to our bug hotel.

#### What's the weather like outside? Can it rain when it is sunny?

As scientists, we will look at how seasons change and why the length of the day changes. As geographers, we will compare the weather in Qatar with our home countries and places around the world such as the North Pole and countries near the Equator. We will look at weather around the world as we read our class story 'The Snail and the Whale'.

#### Theme days and events

- Science Week
- Sports Day
- Book Week
- Mother Tongue Day
- International Day
- Trip to Doha Port Aquarium.

### Term 3

#### Off we go! What is on our doorstep?

As geographers, we will learn about Doha. We will look at different physical features of Doha and compare them to other places around the world. We will discover the 5 continents and 7 oceans of the World and find out about some of the most amazing places to visit.

#### Grand designs. What does your home look like?

As historians, we will look at how homes have changed over time and some amazing buildings! As geographers, we will find out about different types of homes around the world. As scientists, we will find out about materials and their properties. As designers, we will design our own homes for the future.

#### Theme days and events

- Maths day
- Earth Day
- Trip to the national Museum
- Bus trip around Doha

# Topic, Skills & Learning Outcomes - Year 1

## Curriculum Areas - Year 1

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Languages, Music, and Physical Development.

## Science

### Working Scientifically

- Answer simple questions stimulated by observations & exploration of their world, e.g. *Why a stone lying on the ground does not move? 'Why did that get hot?'*
- Present evidence in templates provided for them and make simple observations, e.g. *use a simple tally of boy v girls in class. Which is the majority gender?*
- Use evidence to ask questions & recognize that they can be answered in different ways.
- Draw on their everyday experience to help answer questions. e.g. explains that rain makes them wet.

### Animals Including Humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals. (birds, fish, amphibians, reptiles and mammals, and including pets)
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

### Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

### Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

### Seasonal Changes

- Observe and record changes in the amount of day and night time between the seasons e.g. the longest day is in the Summer time.
- Observe and describe weather change associated with the seasons. e.g. It's colder in Winter than Summer.
- Show understanding of the impact on people and plants resulting from seasonal change. E.g. describes what trees look like in winter compared to summer.



# Curriculum areas - Year 1

## History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

### Chronological Awareness

- Sequence simple pictures within their own experiences
- Begin to use appropriately terminology such as past, then and now

### Knowledge and Understanding of Significant Aspects of History

- Compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods

### Understand Historical Concepts

- Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual

### Organise, Evaluate and Communicate Information

- Write simple sentences to describe an event or period of time
- Obtain ideas about the past from pictures

## Geography

### Location Knowledge

- Name and locate the world's seven continents and five oceans
- Name and locate Qatar, Home Countries and 2 other countries and their capital cities

### Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of Qatar

### Human and Physical Geography

- Identify seasonal and daily weather patterns in Qatar
- Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather
- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical Skills and Fieldwork

- Use world maps
- Use simple locational and directional language (near and far; left and right)
- Use simple fieldwork and observational skills to study the geography of their school and its ground e.g. note taking, videoing, data collection, sketches, observations



# Curriculum areas - Year 1

## Computing

### Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

### Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

### Digital Literacy

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

## Design & Technology

### Design - Bugs and Butterflies; Toy Car

- Think of their own ideas and explain what they want to do
- Describe designs using pictures, model mock-ups and words
- Design a product for themselves and others following design criteria

### Make

- Explain what they are making and why
- Select and describe which tools and equipment they are using to cut, shape and join
- Choose materials and explain why they are being used

### Evaluate

- Describe how existing products work
- Talk about their own work and others

### Technical Knowledge

- Construction: Describe how to make products stronger and use levers or slides in their work
- Use of materials: Measure materials to use in a model or structure; join materials in different ways; use levers or slides in their work

### Cooking and Nutrition

- Cut food safely
- Know that they need to wash their hands and make sure that surfaces are clean
- Think of interesting ways of decorating food they have made
- Identify healthy foods and know where some foods come from

# Curriculum areas - Year 1

## Art & Design

### Drawing

- Use texture when drawing (eg. brick rubbings)
- Consolidating fine motor control through the use of different pencils
- Begin to produce lines in a range of different tones using the same pencil
- Work from observation
- Begin to use pastels in different ways, mixing and hatching

### Painting

- Mix primary colours
- Begin to use black and white to create tints and tones
- Create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs,
- Create texture using colour and different thicknesses of paint
- Begin to work using different coloured, sized, shaped papers
- Work from direct observation and imagination
- Begin to look at work of other artists

### Collage

- Impress and apply simple decoration
- Use glue and paste carefully
- Cut shapes using scissors

### 3D

- Shape and model from observation and imagination
- Join using a modelling media
- Use techniques such as pinching and rolling when working with mouldable materials
- Build a construction/sculpture from a variety of objects

### Printing

- Take a rubbing and prints from object: leaf, hand, onion, etc.
- Develop and produce simple patterns by using objects
- Produce simple pictures by printing objects
- Work from imagination and observation

### Exploring

- Respond to ideas to create a composition, image or artifact
- Communicate ideas using a variety of media

### Evaluating

- Describe what they think and feel about their own work
- Demonstrate some knowledge about the work of a range of artists, craft makers and designers

## Languages

In 2023-24 our pupils in Y1 will receive English, French/Spanish and Arabic lessons ( if appropriate) Pupils who are just beginning to learn English, will not take part in French and Spanish lessons until their command of English is good enough for them to access class based tasks independently. During the French and Spanish lessons, pupils will receive additional English lessons.

# Curriculum areas - Year 1

## Music

### Performing

#### Vocal:

- Sing songs, rounds and chants building rhythmic and melodic memory
- Instrumental:
- Begin to use correct technique for a range of percussion instruments.
- Keep a steady beat and copy simple rhythm pattern

### Improvising and Composing

- Choose, create and order sounds for different purposes
- Choose, create and remember higher and lower sound patterns and simple rhythmic patterns
- Invent symbols to represent sounds

### Listening and Understanding

- Respond to changes in character through movement, words or pictures
- Talk about music heard with appropriate vocabulary, giving opinions

### Dimensions

- Pitch: Recognise and respond to high and low sounds
- Duration: Recognise and respond to steady beats and patterns of long and short sounds
- Dynamics: Understand loud, quiet and silence
- Tempo: Understand fast and slow
- Timbre: Identify families of school percussion instruments and their properties by sound
- Texture: Recognise and respond to one sound and to many sounds
- Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition

## Physical Education

### Games

- Show basic ball control
- Send a ball in the direction of another person e.g. using a simple bounce pass in Basketball
- Take part in sending and receiving activities
- Talk about exercising, safety & short term effects of exercise

### Dance

- Copy & explore basic body patterns & movements from a model.
- Remember simple dance steps & perform these in a controlled manner which are performed in order.
- Choose simple actions that link them with sounds & music e.g.
- Slow movements reacting to drum noises.
- Safely perform teacher led warm-ups & can describe & discuss others work

### Gymnastics

- Copy & explore basic actions with control & co-ordination (All Areas)
- Develop my range of skills linked to taking off and landing, balance and rolling
- Begin to choose & link simple actions, and I can recognise & use space around me appropriately
- Watch & start to discuss my own work & that of my peers
- Safely begin to perform teacher led warm-up & I am aware of others

### Swimming

- Enter the water safely
- Move forward for a distance of 5 metres, feet may be on or off the floor
- Move backwards for a distance of 5 metres, feet may be on or off the floor
- Move sideways for a distance of 5 metres, feet may be on or off the floor
- Scoop the water and wash the face
- Be comfortable with water showered from overhead
- Move from a flat floating position on the back and return to standing
- Move from a flat floating position on the front and return to standing
- Push and glide in a flat position on the front from a wall
- Push and glide in a flat position on the back from a wall
- Give examples of two pool rules

# Topic Overview

## Year 2

### Term 1

#### Time for tea! What's on the menu?

As scientists, we will grow plants from seeds and understand what plants need to grow. As geographers, we will look at where food comes from and trade routes. We will find out about the different crops that are grown in different climates. As creators, we will design and make our own kebabs & pizzas!

#### Animal Kingdom! Can an elephant live in a burrow?

As scientists, we will learn about habitats and food chains. We will also be looking at the basic needs of animals for survival. We will learn about the different parts of the body and the five senses. As designers, we will design and make animal pouches.

#### Theme days and events

- Global week
- Anti- Bullying- odd socks day
- Trip to Toba Farm
- Trip to Molecular education Pink Day- cancer aware
- Winter fair

### Term 2

#### Fire! Fire! What is burning?

As historians, we will be learning all about the Great Fire of London in 1666. Why it happened, who was there, how the fire spread and how it was put out.

As geographers, we will learn about where London is and Key Landmarks. We will also find out about other places in the World where there have been significant events.

As artists, we will use tones and shades in paints, pastels and collage to create a fire picture.

#### What is it made from? Can we squash bricks?

As scientists, we will be looking at a range of materials and the purposes they are used for. We will consider which materials can be re-shaped through squashing, twisting and pulling.

#### Theme days and events

- Science Week
- Sports Day
- Book Week
- QA Fire Safety visit
- Mother Tongue Day
- International Day
- Trip to Balanda Farm & Robo think

### Term 3

#### People Power! Can I drive to the moon?

As part of this topic we will find out about inspirational explorers, inventors and their inventions. We will consider how inventions have shaped how we live today? As geographers, we will look at how people travel, use a compass and use directions. We will make our own maps and give directions to our friends. As Historians, we will look at how transport has changed and consider if explorers were actually pirates! As artists, we will use our observational skills to draw a bike. As engineers, we will make our own moving object with wheels and an axel

#### Theme days and events

- Maths day
- Earth Day
- Trip to the Quest
- Year 2 Production



# Topic, Skills & Learning Outcomes - Year 2

## Curriculum Areas - Year 2

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Languages, Music, and Physical Development.

## Science

### Working Scientifically

- Make some suggestions about how to find things out or how to collect data to answer a question e.g. "You could see which one stretches more"
- Compare objects, materials and living things e.g. compare the limbs of different animals; texture/hardness of different materials
- Decide how to sort and group them & observe changes over time
- Use and interpret simple tables where appropriate e.g. blocks graphs, pictograms
- Use what they see and their own ideas to suggest answers to questions e.g. says that a plant will die without water

### Animals Including Humans

- Observe that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival e.g. the need for water, food and air
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. e.g. for nutritional purposes
- List/draw the things an animal needs to live/survive and understand that they live in different habitats

### Everyday Materials

- Use observations to group objects, living things, or events e.g. groups different animals based on the number of legs, group solids that dissolve or don't
- Demonstrate understanding of how some materials are used for more than one thing e.g. metal can be used for coins, cans, cars
- Know that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching. E.g. Observe which materials stretches more
- Describe the effects of heating, cooling, stretching, bending and squashing e.g. Water will boil safely in a metal kettle. It wouldn't if it was made from plastic

### Plants

- Observe how seeds and bulbs grow into mature plants e.g. Seeds and bulbs need water to grow but most do not need light
- Find out how plants need water, light and a suitable temperature to grow and stay healthy e.g. says that a plant will die without water.

### Living Things

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

# Curriculum areas - Year 2

## History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

### Chronological Awareness

- Identify similarities and differences between their lives and events studied
- Recognise that dates are used to identify when events happened in the past

### Knowledge and Understanding of Significant Aspects of History

- Draw simple conclusions and deduce information on the past from pictures and information
- Beginning to give simple reasons why changes occurred in the past

### Understand Historical Concepts

- Give more than one effect of an event and give simple explanations

### Organise, Evaluate and Communicate Information

- Describe an event using temporal markers to show structure
- Connect ideas and give simple phrases as to why an event occurred
- Begin to understand that information on the past may differ

## Geography

### Location Knowledge

- Identify characteristics of Qatar, Home Countries and 2 other countries and their capital cities, their surrounding seas and landmarks.

### Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area in Home Countries, and of a small area in a contrasting country

### Human and Physical Geography

- Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather
- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify Qatar
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park and shops
- Draw a map and use NSEW

# Curriculum areas - Year 2

## Computing

### Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

### Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

### Digital Literacy

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

## Design & Technology

### Design - Animal Pouches

- Think of own ideas and plan what to do next
- Select the best tools and materials and a reason why these are best tools or materials
- Describe my design by using pictures, diagrams, model mock-ups, words and ICT
- Design a product for others following design criteria

### Make a mechanism

- Explain what they are making and why their audience will like it
- Join materials/components together in different ways
- Select materials and explain why they are being used depending on their characteristics

### Evaluate

- Describe what went well with their work
- Evaluate what they would do differently if they did it again and why
- Judge their work against the design criteria

### Technical Knowledge

- Mechanisms: Join materials together as part of a moving product and use axels and wheels in their work
- Textiles: Measure textiles and join them together to make something, explain why they chose a certain textile

### Cooking and Nutrition - Healthy Pizzas and Fruit Kebabs

- Describe the properties of the ingredients they are using and why it is important to be varied their diet
- Explain what it means to be hygienic
- Can say where food comes from i.e. animals, underground, over ground etc

# Curriculum areas - Year 2

## Art & Design

### Drawing

- Show increasing pencil control and produce a growing range of patterns and textures with a single pencil using a range of tones
- Work from direct observation and imagination
- Use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.
- Use soft pastels competently and begin to experiment with oil pastels

### Painting

- Mix a range of colours (eg. secondary)
- Begin to explore the relationship between colour and moods / feelings - red - angry fire
- Colour matching, replicating patterns and textures around them
- Use the brush to create a wide range of marks that are being used in their work
- Work in different ways and on a variety of different coloured, shaped paper

### Collage

- Cut a variety of shapes to complete a composition
- Investigate texture with paper e.g. scrunching and screwing paper up to create a composition
- Use a range of decorative techniques

### Exploring

- Communicate their own ideas and meanings through a range of materials and processes
- Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.

### Evaluating

- Discuss the work of a range of artists, sculptors, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Languages

We teach English, Arabic, Spanish and French in Year 2. Pupils who are just beginning to learn English, will not take part in lessons until their command of English is good enough for them to access class based tasks independently. During the French lessons, pupils will receive additional English lessons.

### Listening & Comprehension

Understand conventions such as taking turns to speak, valuing the contribution of others

### Speaking

Respond to familiar spoken words and phrases

### Reading & Comprehension

Read aloud in chorus, with confidence and enjoyment, from a known text



# Curriculum areas - Year 2

## Music

### Performing

- Vocal:
  - Sing songs, rounds and chants and use simple vocal patterns as accompaniments
- Instrumental:
  - Use correct technique for a range of percussion instruments
  - Choose and play patterns with increasing confidence

### Improvising and Composing

- Choose, create and order sounds to show simple contrast
- Choose, create and remember higher and lower sound patterns and rhythmic patterns
- Invent symbols to represent sounds

### Listening and Understanding

- Respond to changes in mood through movement, words or pictures
- Give opinions, justifying musical ideas with appropriate vocabulary

### Dimensions

- Pitch: Recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes
- Duration: Recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat
- Dynamics: Understand getting louder and Quieter
- Tempo: Understand getting faster and slower
- Timbre: Identify the way sounds are made
- Texture: Recognise and respond to different layers in music
- Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition

## Physical Education

### Games

- Take part in opposed conditioned games e.g. taking on the role of attacker or defender within a given game
- Talk about exercise, safety & short term effects of exercise making reference to the changes that happen in the body

### Dance

- Respond imaginatively to a variety of stimuli including types of music and instruction
- Say what I liked about another's performance

### Gymnastics

- To construct basic sequences
- Identify the difference between my performance & that of others
- Understand the need for warm up & cool down, and also what is happening to my body during exercise

### Swimming

- Jump in from poolside safely to a minimum depth of 1.0 metre
- Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged
- Move from a flat floating position on the back and return to standing without support
- Move from a flat floating position on the front and return to standing without support
- Push from a wall and glide on the back – arms can be by the side or above the head
- Push from a wall and glide on the front with arms extended
- Travel using a recognised leg action with feet off the pool floor on the back for 5 metres
- Travel using a recognised leg action with feet off the pool floor on the front for 5 metres
- Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing
- Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing
- Perform a log roll from the back to the front







# The National Curriculum for English - Year 1

## A guide for parents - Year 1

At Oryx International we promote writing through the Talk4writing approach. Parents can find out more about Talk4Writing by visiting their website.

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. In Oryx we use the Ruth Miskin Read Write Inc Phonics Scheme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

### Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

### Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

### Parent Tip!

We offer books to read at home; these will range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them. Both are important skills.

# The National Curriculum for English - Year 2

## A guide for parents - Year 2

At Oryx International we promote writing through the Talk4writing approach. Parents can find out more about Talk4Writing by visiting their website.

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

### Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story
- Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

### Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
- Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won'



# The National Curriculum for Maths - Year 1

## A guide for parents - Year 1

At Oryx International School, we use the Power Maths scheme. Parents can find information about Power Maths on the Pearson website.

As children begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

### Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

### Calculations

- Use the +, - and = symbols to write and understand simple number calculations
- Add and subtract one and two digit numbers, up to 20
- Solve missing number problems, such as  $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

### Fractions

- Understand  $\frac{1}{4}$  and  $\frac{1}{2}$  to explain parts of an object or number of objects

### Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

### Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

### Parent Tip!

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders.

You can also begin to explore using money and clocks both in play at home and when out and about.

# The National Curriculum for Maths - Year 2

## A guide for parents - Year 2

At Oryx International School, we use the Power Maths scheme. Parents can find information about Power Maths on the Pearson website.

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g.  $5 + 9 = 14$ , rather than having to count on to find the answer.

### Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the  $<$  and  $>$  symbols to represent the relative size of numbers

### Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the  $\times$  and  $\div$  symbols

### Fractions

- Find  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of an object or set of objects
- Find the answer to simple fraction problems, such as finding  $\frac{1}{2}$  of 6

### Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees and celsius) and capacity (millilitres and litres)
- Use the  $\pounds$  and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence / 25 riyal
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

### Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

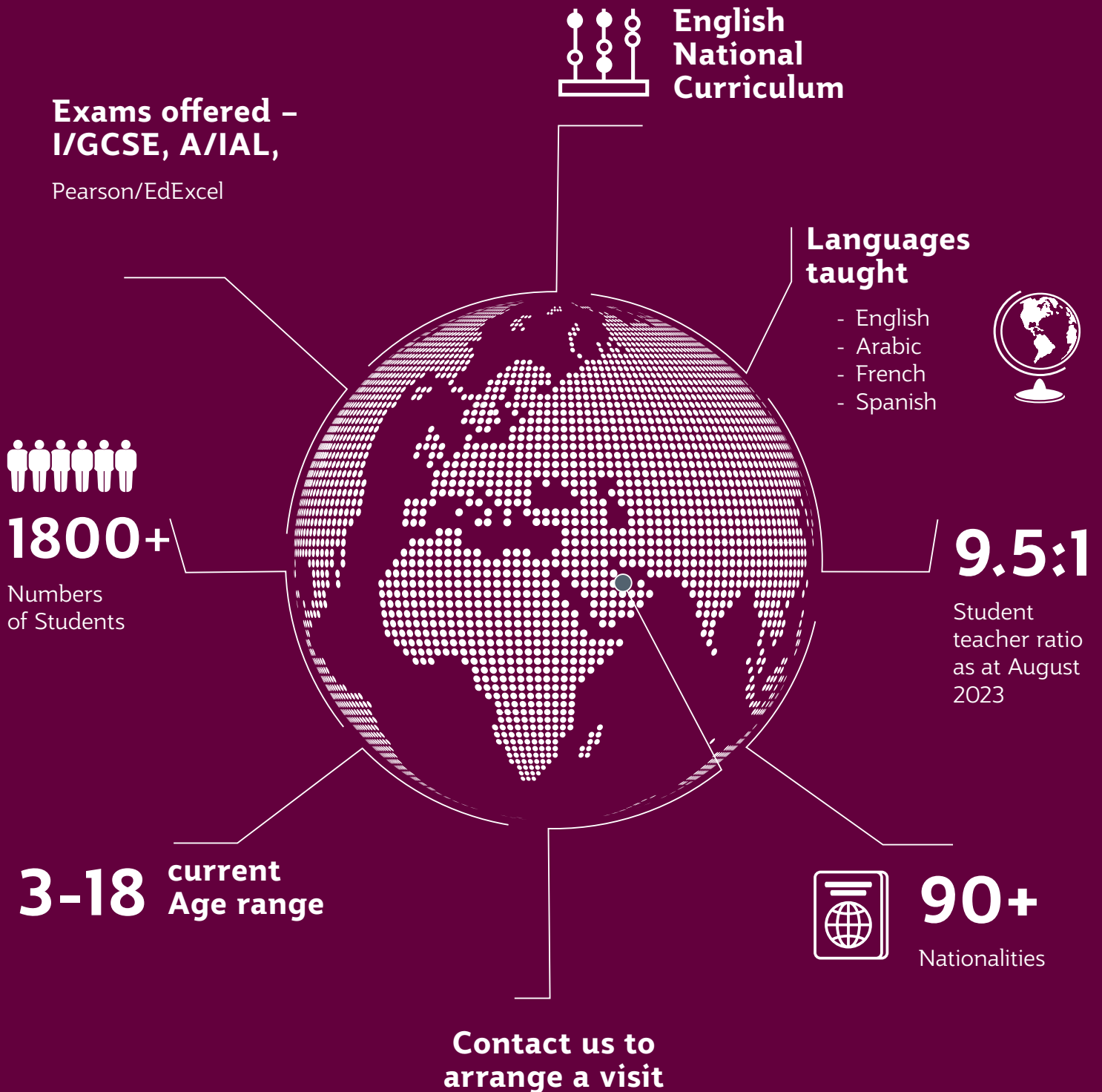
### Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

### Parent Tip!

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the shops, or measuring themselves and others, is a great way to start exploring number relationships.

# Our school at a glance



British education for children aged 3-18 years

[www.oryxschool.qa](http://www.oryxschool.qa)