Smiling International School

2nd GRADE

CURRICULUM TOPICS

A.S.2025-2026

Mathematics

PLACE VALUE, ADDITION AND SUBTRACTION

Main objectives:

- identify place value to 1000 and understand its importance using concrete materials (counters, abacus, base ten blocks), charts, and number lines
- read and write whole numbers to 1000 in words and digits
- skip count forward and backward by 2s, 3s, 4s, 5s, and 10s within 100 using number lines and hundred squares
- mentally skip count by 2s, 5s, and 10s within 50
- round numbers to the nearest 10 using place value and efficient strategies
- make, compare, and order whole numbers to 1000
- use comparison vocabulary (greater than, less than, 1/10/100 more or less, equal to) and related symbols (>, <, =)
- begin addition and subtraction to 1000 using concrete materials, number lines, hundred squares, and horizontal methods
- recall addition and subtraction facts to 20 using number bonds and fact families; apply related facts to 100
- develop mental and written strategies for addition and subtraction (e.g., partitioning, compensation, counting on/back, inverse)
- set out written operations correctly in notebooks, following guidelines
- line up tens and units correctly in column addition and subtraction, starting from the units column
- confidently perform column operations requiring carrying or borrowing

MULTIPLICATION AND DIVISION

Main objectives:

- represent and explain multiplication as combining equal groups using concrete materials, pictures, arrays, and drawings
- represent and explain division as sharing or repeated subtraction to make equal groups using concrete materials, pictures, arrays, and drawings
- solve multiplication and division problems using equal groups and repeated addition or subtraction
- learn methods to recall 1–10 times tables using patterns and number relationships

- skip-count to 100 by 2s, 3s, 4s, 5s, and 10s mentally and with number lines or hundred squares
- write and solve multiplication and division sentences using symbols (×, :)
- solve division problems that include remainders
- apply the inverse relationship between multiplication and division using fact families

- identify and sort even and odd numbers using the rule of divisibility by 2

PROBLEM SOLVING

Main objectives:

- recognise, investigate and understand key words for the four operations in word problems (more, less, each, equal groups, difference, altogether, etc.)
- explore effective methods to help read, understand and tackle word problems
- analyse and resolve word problems using a variety of methods (diagrams, pictures, tables)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless and hidden data within a word problem

MEASUREMENT AND MONEY

Main objectives:

- identify the centimetre (cm) as a standard unit of measurement and name objects that can be measured in cm
- identify the metre (m) as a standard unit, compare objects to 1 metre, and learn that 100 cm = 1 m
- compare lengths and heights using appropriate vocabulary (longer than, shorter than, the longest, etc.)
- identify the kilogram (kg) and gram (g) as standard units, compare objects to 1 kg, and learn that 1000 g = 1 kg
- read different scales to find the weight of objects, making reasonable estimates first
- compare the mass of objects using vocabulary like heavier than, lighter than, the lightest, etc.
- understand and explain that volume is the amount of liquid in a container
- identify the litre (l) and millilitre (ml) as standard units, compare objects to 1 litre, and learn that 1000 ml = 1 litre
- solve practical problems involving length, mass, and volume
- identify the Euro as the currency used in Italy and parts of Europe, and distinguish between Euro coins (cents) and banknotes (Euros)
- show different ways to make a value using coins and banknotes
- match numeric amounts to the corresponding coins and banknotes
- add money to find a total, then calculate change using concrete materials and written methods

GEOMETRY

Overall Expectations

Main objectives:

- identify and draw straight, curved, broken, open, closed and intersecting lines
- understand the difference between polygons and non-polygons
- identify and describe various polygons (triangles, quadrilaterals, pentagons) and sort and classify them by their properties (number of sides/vertices) using concrete materials and pictures
- identify and describe 3D shapes (cubes, prisms, cones, spheres, cylinders, pyramids) and sort and classify them by their properties number of faces/edges/vertices, face shape, stack/roll) using concrete materials
- create models and skeletons of 3D shapes using cardboard/straws and modelling clay, and describe their properties
- identify lines of symmetry on shapes and pictures and create symmetrical pictures and patterns
- recognise and represent reflective symmetry
- compose and describe pictures, designs, and patterns by combining 2D shapes
- compose and decompose 2D shapes (make a rectangle from two triangles)

FRACTIONS

Main objectives:

- identify if a shape has been cut into equal fraction parts or not
- represent fractions with model drawings (halves, thirds, and quarters)
- use shapes to represent, order and compare fractions up to quarters
- read and write fractions up to quarters in words and numbers
- find halves, thirds and quarters of a shape, length, set of objects or number using pictures and diagrams
- identify and learn equivalents for halves and quarters using shapes and fraction walls
- write fractions that represent parts of a whole from a given situation (eg. 3 out of 12 animals are frogs)

TIME

Main objectives:

- understand the concept and vocabulary of time
- use an analogue and digital clock to read time to the nearest 5 minutes
- begin to learn equivalent measures of time (1 hour = 60 minutes etc)
- tell the time to the hour, quarter past the hour, quarter to the hour, half past the hour and to the nearest 5 minutes on digital and analogue clocks

- draw the hands on a clock face to show time to the hour, quarter past the hour, quarter to the hour, half past the hour and to the nearest 5 minutes
- recall the number of minutes in an hour and number of hours in a day
- estimate, measure, compare and record time taken to complete events using hours, minutes, seconds etc.

STATISTICS

Main objectives:

- read and use graphs to extract and present data
- ask and answer questions based on information in graphs and charts
- read, understand and interpret information found on bar charts, pictographs, tables and diagrams and answer questions
- create graphs based on information collected and present it in a clear way

English

SPEAKING AND LISTENING

Main objectives:

- show confidence in speaking to a group and begin to adjust tone of voice to suit audience
- listen carefully and respond appropriately, asking questions of others
- ask and answer questions using correct grammatical structures
- tell real and imagined stories using the structure of a familiar story
- recount and describe key ideas or details using precise, imaginative and adventurous vocabulary
- explain opinions and ideas, extending them in light of group discussion

GRAMMAR AND PUNCTUATION

Main objectives:

- correctly use basic punctuation in simple sentences, including full stops, capital letters, commas, speech marks, exclamation marks, and question marks
- develop an understanding of standard English conventions such as verb agreement, correct use of pronouns, prepositions of time and place, and singular/plural noun rules
- re-read writing for sense and accuracy
- use pronouns, adjectives, and adverbs accurately in context
- identify nouns, adjectives, verbs and adverbs in sentences
- correctly use present simple, present continuous, and past simple tenses
- use imperative verbs for instructions and conjunctions to join simple sentences

- formulate and answer questions using correct grammatical structure

- explore and apply different sentence types, including statements, questions, and exclamations

WRITING

Main objectives:

- use adverbs of time (e.g. *first, next, suddenly, after*) to help structure writing
- re-read writing to check for clarity, accuracy, and flow
- learn and apply the structure of traditional stories and familiar poems to support original writing
- write story endings (and gradually full stories) using a planning sheet to guide ideas and sequence
- begin to include direct speech in sentences using the correct punctuation
- take notes from non-fiction texts and write simple lists, explanations, and instructions
- use a range of non-fiction features such as diagrams, titles, and captions, and create structured fact file

SPELLING AND VOCABULARY

Main objectives:

- accurately spell common words that can be read on sight
- apply knowledge of phonemes, spelling patterns, syllables, and consonant clusters (e.g. sl-, bl-, cr-, -nd, st) when writing independently
- spell words with digraphs (sh, th, ch, wh, ph), trigraphs (e.g. -tch), and double consonants
- spell words with long vowel phonemes (/ar/, /or/, /ou/, /u/, /ow/, /ee/, /ai/, /igh/) and split digraphs (a-e, e-e, i-e, o-e, u-e including magic e)
- spell words with common prefixes and suffixes (un-, dis-, -ful, -ly, -ment, -ness, -est, -y, -en)
- spell words with phonemes such as /ay/, /ou/, /ie/, /ea/, /or/, /ir/, /ew/, /aw/
- explore and spell words with alternative pronunciations (e.g. c in cell, g in huge, ie in chief/field, ea in leaf/read, er in fern/perky, a in last/pass, y in monkey, ou in couple/young)
- understand and identify alliteration
- identify and create compound words

READING AND COMPREHENSION

Overall Expectations

Main objectives:

- apply phoneme knowledge and decoding strategies to tackle unfamiliar words
- identify dialogue and speech marks
- scan pages to locate information quickly
- identify, explain, and describe plot, settings, and character traits
- give reasons for events and character changes
- predict story endings
- summarise stories in chronological order using beginning, middle, and end
- read and perform poems, commenting on vocabulary, rhyme, and rhythm
- explore specific vocabulary, including synonyms and expressions
- make simple inferences from text sections, such as character feelings
- Find, underline and use evidence from the text to support answers and explanations
- read and follow simple instructions
- understand and find information presented in different formats like glossaries, charts, and labelled diagrams
- locate words by initial letter in simple dictionaries, glossaries, and indexes

Science

CORE SKILLS

- suggest ways to find out answers using simple tests and observations
- choose and use equipment safely
- use simple measuring tools (e.g., rulers, jugs, thermometers) with support
- record observations and findings using drawings, tables, and notes
- think about what results mean and explain them in their own words
- suggest alternative ways to test an idea
- write or draw about investigations and share work and ideas with others
- use some science vocabulary (e.g., “melting,” “sorting,” “materials”)

LIVING AND GROWING

Main objectives:

- investigate the basic needs of animals and humans
- explore healthy lifestyles and identify things we can do to stay healthy, such as healthy eating and exercise
- demonstrate an understanding of the life cycle of animals and humans

GROWING PLANTS

Main objectives:

- investigate the basic needs of animals and humans

- understand that we can eat different parts of the plant (fruit, seeds, roots, leaves, etc) and identify which part of the plant certain foods come from
- demonstrate an understanding of the conditions that plants need to grow
- conduct experiments to find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy

Moonshot

- Understand how we grow plants on the ISS and how will we grow plants on the Moon

HABITATS AND FOOD CHAINS

Main objectives:

- investigate the basic needs of animals and humans
- identify living and non-living things
- identify and describe different habitats
- understand how animals get their food from other animals and plants
- explore the different ways in which habitats can be damaged by humans and natural disasters
- explore and identify things we can do to protect the environment and prevent further destruction to habitats

Moonshot!:

- know the Moon and its environment. Why is the lunar environment hostile? Why do humans want to build houses on the Moon? What is the Artemis mission? What is NASA?

USES OF MATERIALS

Main objectives:

- understand and describe different properties of materials
- compare and group materials based on their properties and characteristics
- understand that different materials are used for specific purposes because of their properties
- describe how the shapes of materials can be changed by squashing, bending, twisting and/or stretching
- explore and describe how different materials change when they are heated or cooled
- understand that some materials can dissolve in water
- explore and identify natural and man-made materials

Moonshot

- learn about spacesuits and what they are made of. Make a spacesuit (Moonshot fair)

DAY AND NIGHT

Main objectives:

- understand and explain that day and night is due to the rotation of the Earth
- understand how shadows change
- describe the shape and position of the moon
- model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch

Moonshot:

- know basic facts about our universe, space and the Moon
- explain why astronauts need to protect themselves from radiations in space and on the moon.
- know basic facts about the solar system. Create a solar system for the Moonshot fair.

History

CORE SKILLS

- use common words and phrases relating to the passing of time (e.g., before, after, past, present, now, then)
- sequence events in chronological order using timelines or storyboards
- identify similarities and differences between people, events, and objects from the past and present
- ask and answer simple questions about historical events and figures
- describe changes within living memory and understand how life has changed over time
- use a range of sources (pictures, stories, objects) to find out about the past
- understand the concept of cause and effect in historical events
- recognize and use historical vocabulary such as monarch, explorer, century, and archaeologist
- communicate understanding of the past through drawing, writing, and discussion
- begin to use dates and terms to describe events and people (e.g., 800 years ago, the Medieval era)

ACTIONS IN TIME

Main objectives:

- understand past, present, and future, and distinguish between sequential and simultaneous events
- order simple stories, animal life cycles, and personal events chronologically
- use appropriate vocabulary (e.g., while, after, before, meanwhile) and past tense to describe events
- create and interpret simple flow charts and instructions
- understand cause and effect versus coincidence, and predict possible future

consequences
- explain how and why things change over time, and relate past events to present situations

CHANGES THROUGH TIME

Main objectives:
- use use timelines to record personal and historical events in chronological order
- recognise that past events can be reconstructed through various sources such as objects, documents, photographs, film, and oral accounts
- locate facts and events in time and find evidence of changes over time in the natural environment
- investigate and sort different types of sources (oral, visual, material, written) and understand what they reveal about the past
- compare old photographs and family history to explore how people and life have changed over time
- consider what aspects of our lives will inform future generations and create time capsules
- collect, evaluate, and use sources to learn about local history, such as Ferrara around 100 years ago
- reconstruct past times by combining information from multiple sources
- create posters and charts to show technological developments (e.g., computers, transport)
- compare changes over time across three or more intervals to understand historical development (e.g., schools or streets over time)

Geography

CORE SKILLS

- Use basic geographical vocabulary to describe places and features
- locate places using simple maps, atlases, and globes
- identify physical and human features in local and other environments
- understand how people use and change their surroundings
- use directional language to describe locations and routes
- observe and describe weather and seasonal changes
- compare different environments, noting similarities and differences
- collect and record simple geographical data through observation and fieldwork
- ask and answer questions about places using geographical terms
- develop basic map skills, including reading symbols and creating simple maps

SPACES IN OUR COMMUNITY

Main objectives:

- describe object positions using vocabulary like behind, in front, between, near, far, under, left, and right
- locate objects by following directions and using reference points
- recognise and classify different types of spaces (e.g., indoor/outdoor, public/private) and their uses
- describe locations of significant community places using relative terms
- investigate public services and key town features, understanding community needs
- identify community members, their jobs, and workplaces
- distinguish between goods and services provided by community workers
- create and describe physical models of urban environments, including spaces and services

MAPS AND GRAPHS

Main objectives:

- represent known spaces in plans and maps using symbols, keys, and different points of view (including bird's eye perspective)
- recognise and show borders, boundaries, and landmarks as reference points
- create, read, and use map keys, grid squares, and coordinates to extract and present information
- make maps of familiar and imagined areas (e.g., classroom, routes in stories) and describe or follow routes using maps
- understand what maps are and identify their fixed and mobile elements
- read and interpret maps of known locations (e.g., ferrara)
- read, understand, and create graphs (including picture graphs) to present collected data clearly

LANDSCAPES

Main objectives:

- recognise landscapes as the defining features and functions of a setting
- distinguish between natural and manmade landscapes
- identify key features of various natural landscapes (mountains, plains, coasts, rivers/lakes)
- understand the differences between urban and rural (countryside) areas
- identify and sort features in a landscape (e.g., natural vs. manmade, fixed vs. mobile)
- discuss and investigate known landscapes using photos and information from real places
- explore the main geographical features of the local area, including the city and province of Ferrara

CHILDREN AROUND THE WORLD

Main objectives:

- understand how our experiences are similar too, and different from, children in other countries
- compare some significant traditions and celebrations among diverse groups and at different times
- investigate life in a different country (for example China), focussing on school/home life and special holidays
- identify ways in which our lives differ or are similar
- discover different elements of the country's culture (e.g. food, music) and geography
- identify some different groups in their community
- describe some significant traditions and celebrations of our families, peers and communities, as well as other communities
- gather and organise information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities
- identify basic human needs (e.g. food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs

Italiano

Ascolto e oralità

- Partecipare agli scambi comunicativi rispettando i turni di parola e alzando la mano per intervenire.
- Comprendere gli argomenti affrontati in classe e porre domande pertinenti.
- Ascoltare e comprendere il senso globale dei testi narrativi letti dall'insegnante o dai compagni.
- Mantenere l'attenzione durante l'ascolto e rispondere in modo congruente alle domande.
- Comprendere e applicare istruzioni relative a giochi e attività.

- Raccontare storie personali o fantastiche con ordine cronologico e dettagli sempre più precisi.

Lettura

- Padroneggiare la lettura strumentale sia ad alta voce sia silenziosa.
- Rispettare le pause imposte dalla punteggiatura durante la lettura.
- Leggere testi scritti nei quattro caratteri cogliendone il significato globale.

- Comprendere testi di lunghezza crescente e riferiti a temi diversi.
- Decifrare parole nuove incontrate nei testi.
- Leggere in modo scorrevole, anche con suoni complessi e parole non note.

Scrittura

- Scrivere in modo autonomo e fluido utilizzando i quattro caratteri.
- Copiare dalla lavagna con buona velocità e disposizione ordinata sul quaderno.
- Scrivere sotto dettatura parole, frasi e brevi periodi rispettando le regole ortografiche.
- Comporre parole nuove applicando le regole ortografiche apprese (suoni difficili, doppie, accento, apostrofo…).
- Gestire autonomamente lo spazio del quaderno.
- Utilizzare la punteggiatura con crescente precisione.
- Produrre testi narrativi e descrittivi sempre più articolati, legati alla quotidianità e al mondo fantastico.
- Descrivere oggetti, luoghi e persone con frasi semplici e corrette.

Lessico

- Ampliare il vocabolario attraverso esperienze scolastiche, extrascolastiche, attività di lettura e interazione orale.
- Riutilizzare in modo appropriato le nuove parole apprese.
- Conoscere e usare un lessico specifico della disciplina, incluso quello narrativo.
- Adattare il linguaggio in base al contesto comunicativo, allo scopo e agli interlocutori.

Elementi di grammatica

- Applicare le principali regole ortografiche e la punteggiatura (punto, virgola, punto esclamativo e interrogativo).
- Riconoscere e utilizzare i principali elementi della frase (nome, articolo, aggettivo, verbo).
- Comporre frasi complete rispettando la struttura della frase minima.
- Svolgere semplici analisi grammaticali degli elementi fondamentali della frase.

Citizenship

THE CONSTITUTION

Main objectives:

- develop positive behaviours like sharing, cooperation, and generosity
- understand basic rights and responsibilities
- show respect in relationships and interactions
- care for personal health and safety
- know and follow basic road safety rules
- act responsibly to protect the environment
- appreciate and respect the natural world

DIGITAL CITIZENSHIP

Main objectives:

- be able to use new technology appropriately and safely
- use technology actively in the learning process with and without adult guidance