

# Tenby International School

## Curriculum Handbook



Year 2

2018 – 2019

Welcome to Year 2. This handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2018 – 2019.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 2 Team

# Routines and Expectations

In Year 2 children will become more independent and begin to take responsibility for their own learning. Your child will begin to have more formal lessons and will have clearly defined subjects e.g. Mathematics, English and Science. During daily English and Mathematics lessons children will be grouped according to ability. They will all be working towards the same objective, but will have different tasks to complete. So do not worry if your child has done something different to another member of the class, they will still cover all British National Curriculum learning objectives for Year 2.

## Daily Routines

### Uniform

School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather 'office style' shoes should be worn. Girls whose hair is shoulder length or longer must tie their hair up, we suggest grey or blue hair ties. Children need to also wear Tenby grey socks.

### Class Timetable

Parents can view the child's timetable on the Engage parent portal. Please understand this is a working document and may change throughout the year. Different classes will have different needs, teachers will look at assessments and teach accordingly. Timetables are a guide and lessons may be shorter or longer depending on routines around school.

### Dropping off and Picking up

- Please make sure you wear your green ID tag whenever you are on the school campus.
- You are welcome to drop off children in the morning. There will always be a member of staff on duty from 7:30am; please note there is no supervision before this time.
- Please try to avoid "catching" your child's teacher for a quick chat before school. Instead, write a quick note in the Student Planner or ask to see the teacher after school.
- Registration takes place daily between 7:50am and 8:00am.
- A member of staff will always be there to supervise your child being picked up, making sure that your child leaves with the correct adult. If someone else is going to pick up your child, please inform the school in advance in writing.
- The school day finishes at 2:20pm. Co-Curricular Activities (CCAs) are provided for KS1 students on Tuesdays and Thursdays. There is an optional CCA on Monday, Wednesday and Saturday; these CCA's are run by the EPS Company. Otherwise please try and be prompt as teachers often have meetings or CCAs after school.
- Parents must be off site by 8:45am unless you have a pre-arranged meeting or year group activity e.g. an IPC entry or Exit Point task. You will be allowed to re-enter the school site at 2:00pm unless you have made prior arrangements to collect your child early as this will require an exeat pass/form.

### **Late Arrival**

Children are deemed as late when they come in after 8:00am. The Assistant Teacher will send them to collect a \*late pass from the school secretary. Their teacher will then register them via Engage in class.

\*This is in line with the school's fire evacuation procedure.

### **Breakfast and Lunchtime**

- At meal times all children have a compulsory 20-minute eating period.
- Children are expected to be able to feed themselves using a fork and spoon.
- There are always members of staff on duty who ensure that children are eating a healthy and balanced portion of food.
- Your child must have their school hats every day, as the school has a 'NO Hat – NO Play' policy.

### **Meal Plans**

**Key Stage 1 (Years 1 & 2):** There is a separate Primary Servery and dining area in the Primary School Block.

***The 'Meal Plan' is optional for Key Stage 1 children.*** Please note that parents will be automatically billed for the 'Meal Plan' unless we are informed otherwise in writing. The menu can be found on the School website. Parents of children on the 'Meal Plan' are requested to pay for the set meal in advance on a termly basis. Therefore, please do not send your child to school with money. ***Students not on the 'Meal Plan' are expected to bring a packed lunch (for Break & Lunch) to school. Key Stage 1 students are not allowed to purchase food from the Cafeteria. We cannot however, take deliveries of meals for children. We do not allow maids, drivers or parents to bring food for, or feed children.***

Both the Cafeteria and the Early Years Centre can make provision for a range of dietary requirements if these are known in advance.

Please note that KS1 parents who wish to opt out of meal plan for their child/ren need to put in writing a month's notice. This needs to be sent via email to the school secretary.

### **Class and School Rewards**

In Key Stage 1, we reward good behaviour and work. If your child receives 5 house points, they will receive a merit. There are three categories of merits: learning, community and extra-curricular. Your child is encouraged to bring in evidence for achievements, such as photographs, certificates, etc. to celebrate their achievements. They will also be awarded bronze (15 merits), silver (30 merits) and gold (45 merits) awards by the Head of Primary.

## Homework

In Primary, students are expected to read on a daily basis as per the Student Planner suggestions.

The approximate amount of homework that you should expect your child to be doing is shown in the table below. If your child spends much less, or much more than this, then please discuss this with your child's class teacher.

Year Groups	Time each day (minutes)	Notes
Years 1 & 2	20/25	Encourage your child to establish good habits and routines in relation to homework. A little each evening – without television or other distractions.

## Home Learning Activities:

- Research connected to the IPC topic.
- Mathematics homework once a week.
- English homework once a week.
- Reading – Please try listening to your child read for 10 to 15 minutes each day. Try to encourage them to decode unfamiliar words and ask them questions about the book to check their understanding.
- Spellings – 10 to 12 words per week.
- Home learning will be given on Friday every week via the parent portal.
- The spelling list and IPC unit challenges will be published in the last week of the half term ready for the next term.

## PE

- You will be informed at the beginning of the year which PE lesson your child will be involved in. Children should come to school wearing their PE kit and bring their school uniforms in their bag. If swimming, your child should bring their swimming suit, goggles, swimming hat (for long hair), towel and slippers in a suitable bag.
- Please ensure that every item of clothing has your child's name and class on it.
- The parent-student handbook states white trainers for school. We continue to recommend this, however, if your child has trainers at home that would be suitable they are able to wear them. Please bear in mind that children do misplace things and wear things out quicker if worn more often, so cheaper white trainers may be the better choice.
- In Year 2 we are encouraging children to become more independent so we expect children to be able to get changed for PE on their own. This may require a little practice at home.
- If your child is not doing PE or swimming, they need to be medically exempted with a doctor's note. Generally, if children are well enough to be in school, then they are well enough to participate.

### Mobile Phones

Phones and smart watches phones must be kept either in bags or with the teacher during school hours. Any phones left in school bags are the responsibility of the child and the school cannot be held responsible for loss or damage.

If your child has a smart watch that is able to receive phone calls and messages, we ask that you do not use these to contact your child during school hours as it can distract them and the other children around them. If you must contact your child during the school day, you must call Ms. Chong, the Primary Secretary, who will pass on the message to your child's class teacher.

### Student Planner

The Student Planner is used for communicating messages (both ways: from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. It is essential to check the planner every day for messages from school. The planner is checked every day by the class teachers for messages. The class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner **every day** to school.

If you have an urgent message, please email your Year Leader on:

[nathalie.ison@tenby.edu.my](mailto:nathalie.ison@tenby.edu.my).

Class Teachers are not to be emailed directly and messages must be passed through the Year Leader.

### Parent Portal

New parents will be given a password to access the parent portal upon enrolment. Parents are required to check the portal on a weekly basis for updates and home learning will be given every Friday; this Home Learning letter will tell you what your child has been learning and will let you know what is happening in your child's class the following week. This letter is replacing half termly overviews. Your child's report will also be published on the portal.

### Reporting to Parents

Students in Early Years – Year 6 will receive feedback regarding student progress during the academic year as follows:

Method	Purpose
Parent Teacher Conferences (PTC) – Term 1	To meet class teachers only to discuss social and academic progress, particularly focusing on students' aptitude and attitude towards learning. Students are expected to be present at the conferences.

Mid-Year Report – Term 2	To provide a summary of students' achievements in the areas covered by class teachers up until this time. Students will have identified targets to achieve between this report and the end of the academic year.
Student Led Conferences (SLC) – Term 2 & 3 PTC for Early Years	This will be an opportunity for your child to articulate and share their learning and progress with you. The teacher will be present and will be happy to spend 10-15 minutes talking to you and your child, with your child leading the discussion in the SLC. For specialist subjects, your child will talk you through their learning in that subject and will introduce you to their teacher.
End of Year Report – Term 3	This will be a summary of students' achievements in the whole year in all subjects.

Parents of new children joining during the year will be invited to a settling in meeting after two weeks of school.

### **Recording Reading**

In the student planner there is a section called 'Description of Work' for every day of the week. This is for children, parents or teachers to fill in. This record will help both teachers and parents to monitor reading progress.

Children will be sent home with a reading book and activities once a week. The purpose is for them to choose an activity and complete it weekly. This will help parents to monitor reading and comprehending skills.

### **How can you help and support your child with reading?**

Set aside a regular time and a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children that are exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books are read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage your child to read a variety of things around the home and when out and about (magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

### **Reading the book together**

Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:

- “What do they think the book is about?”
- “What is the title of the books?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:

- Point out ‘key words’ in advance and discuss them
- The illustrations are an important part of gaining meaning so encourage your child to look at the pictures

### **What can I do when my child gets stuck?**

Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:

- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:

- Does it make any sense?
- Does it sound right?
- Does it look right?

### **How do I know if my child understands what s/he has read?**

Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.

- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”

You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

### Reading with fluent readers

There is more to reading than being able to say the words on the page. If your child is reading text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark for example as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?

## HANDWRITING STYLE

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

*The fox ran behind the dustbin  
and jumped on the fence. It leaped  
into the tree and ran along a branch.  
It jumped down and disappeared  
through the hedge. The fox looked  
around, slipped inside a shed and  
hid between some old boxes.*

### Parent Contributions

We often ask parents to contribute to different events in Year 2 e.g. IPC entry/exit points, class assemblies, International Week events or field trips. These are great opportunities for you to get involved with your child's education.

# Curriculum

## Core Learning in English

### Most children learn to:

#### Speaking

- Speak with clarity and use appropriate intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication

#### Listening and responding

- Listen to others in class, ask relevant questions and follow instructions
- Listen to talk by an adult, remember some specific points and identify what they have learned
- Respond to presentations by describing characters, repeating some highlight and commenting constructively

#### Group discussion and interaction

- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
- Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

#### Drama

- Adopt appropriate roles in small or large groups and consider alternative courses of action
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
- Consider how mood and atmosphere are created in live or recorded performance

#### Word recognition: decoding (reading) and encoding (spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

### **Word structure and spelling**

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
- Read and spell less common alternative graphemes including trigraphs

### **Understanding and interpreting texts**

- Draw together ideas and information from across a whole text, using simple signposts in the text
- Give some reasons why things happen or characters change
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Use syntax and context to build their store of vocabulary when reading for meaning
- Explore how particular words are used, including words and expressions with similar meanings

### **Engaging with and responding to texts**

- Read whole books on their own, choosing and justifying selections
- Engage with books through exploring and enacting interpretations
- Explain their reactions to texts, commenting on important aspects

### **Creating and shaping texts**

- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Sustain form in narrative, including use of person and time
- Maintain consistency in non-narrative, including purpose and tense
- Make adventurous word and language choices appropriate to the style and purpose of the text
- Select from different presentational features to suit particular writing purposes on paper and on screen

### **Text structure and organisation**

- Use planning to establish clear sections for writing
- Use appropriate language to make sections hang together

### **Sentence structure and punctuation**

- Write simple and compound sentences and begin to use subordination in relation to time and reason
- Compose sentences using tense consistently (present and past)
- Use question marks, and use commas to separate items in a list

**Presentation**

- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
- Form and use the four basic handwriting joins
- Word process short narrative and non-narrative texts

## Core Learning in Mathematics

### Most children learn to:

#### Using and applying mathematics

- Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem
- Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams
- Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples
- Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences

#### Counting and understanding number

- Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers
- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1
- Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs
- Estimate a number of objects; round two-digit numbers to the nearest 10
- Find one half, one quarter and three quarters of shapes and sets of objects

#### Knowing and using number facts

- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
- Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves
- Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10
- Use knowledge of number facts and operations to estimate and check answers to calculations

## Calculating

- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
- Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences
- Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders
- Use the symbols +, −, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g.  $\square \div 2 = 6$ ,  $30 - \square = 24$ )

## Understanding shape

- Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties
- Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes
- Follow and give instructions involving position, direction and movement
- Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn

## Measuring

- Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments
- Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre
- Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour

## Handling data

- Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data
- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'

## IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become more responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

### **Theme: Brainwave**

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

In this unit, we will be finding out:

- How the brain is protected
- What learning looks like
- How we look after our brains
- How we wake up our brains

- How different people learn
- How we can affect our own learning

There is a lot of recent and emerging researching into the link between mind and body, and what we are consistently being told is that good diet, general health, exercise and a good night's sleep can help our brains work more effectively.

### **How you can help:**

With your child, keep a diary of how much sleep they have and the food they eat each day. You can then ask them to recall their learning experiences at the end of every day and writing these on the same diary. You can then work together to see if there is a correlation between sleep and having a healthy, balanced diet and learning (there should be!)

### **Theme: Live and Let Live (Living Things)**

During this unit we will be focusing on Science, Technology and International issues. We will also be developing our understanding of the world.

In Science, we will be finding out about:

- What animals and humans need to survive and grow
- How living and non-living things are different
- How humans and animals grow and change
- How to carry out a survey of living things
- How to attract wildlife to our environment
- How to sort living things into groups

In Technology, we will be finding out about:

- How to make and design a bird feeder

In International, we will be finding out about:

- Animals and plants from different countries
- Why we need to look after all living species

We will also find out about other people in our host country and how their lives are the same and different from those of people in the school.

### **How you can help:**

Talk with your child about the amazing variety of plants and animals in the world today. Discuss how living things, including people, grow from baby to adult. Look for books in the library about the life cycles of plants, butterflies and frogs. You might want to grow your own plant with your child at home, noticing what the plant needs and the changes which happen over time. If you have a garden, help your child to notice the cycle of growth and decay.

## **Theme: Water World**

During this unit we will be focusing on Geography and Science.

In Geography, we will be finding out about:

- How much of our planet is water and how much is land
- How water can provide a habitat for different living things
- What it might be like to live somewhere where there is not much water

In Science, we will be finding out about:

- How water helps plants to grow
- How water can change, from a solid to a liquid to a gas
- How much water we need to drink to stay fit and healthy
- Why it is important to wash our hands to keep them clean

We will also be using the Internet to find out about how some people around the world do not have access to clean water. We will be finding out ways for the school to save water and we will be trying to persuade people to use water more responsibly.

### **How you can help:**

The tooth brushing activity may require a bit of help from you. You may like to take a look at the book: *Splish, Splosh. Why Do We Wash?* (in the *At Home With Science Series* (2002), by Janice Lobb & Peter Utton (Illustrator) published by Kingfisher, England. ISBN 0-7534-545-80), or something similar.

## IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become more responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects and has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

### **Theme: What's It Made Of? (Grouping and classifying materials)**

During this unit we will be focusing on Science, Technology and International.

In Science, we will be finding out about:

- What objects are made of
- How we use different materials
- How to test materials
- How materials are the same or different
- How we can group materials
- How to choose materials for specific uses
- Where materials come from

In Technology, we will be finding out about:

- How to plan and design a classroom makeover

In International, we will be finding out about:

- The materials used to build our homes
- Why plastic waste is a global problem and what we can do about it

### **How you can help:**

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

### **Theme: Buildings (Structures)**

During this unit we will be focusing on Art, Geography, History, ICT, Music, PE, Science and Technology.

In Art, we will be:

- Drawing pictures of local buildings
- Making and decorating models of buildings
- Making prints

In Geography, we will be finding out about:

- Different houses, homes and other buildings around the world

In History, we will be finding out about:

- How buildings were made in the past
- How buildings have been used
- How people travelled in the past

In ICT, we will be:

- Using CD ROMs and websites to find out about how people live in different parts of the world

In Music, we will be:

- Exploring the structures of tunes and songs
- Comparing our own music

In PE, we will be:

- Finding different ways to balance
- Making shapes with our bodies

In Science, we will be:

- Testing the strengths of structures
- Finding out materials used in structures

In Technology, we will be:

- Making picture frames
- Making models of houses

In doing this work, we will be finding out more about how structures are made and how changing the shapes of structures can make them stronger.

**How you can help:**

Point out any interesting buildings that you pass with your child. Notice how they have been constructed. Play building games with your child - making towers of toy bricks, for example. Talk about any famous historic buildings that you have visited in the past with your child, perhaps in your home country.

## IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects and has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

### **Theme: Super Humans (Human Body)**

During this unit we will be focusing on Science, Technology and International.

In Science, we will be finding out about:

- What the main external parts of the body are called
- What the five human senses are
- How we can see, hear, smell, taste and touch
- How the brain connects to other body parts
- How to eat healthily and get enough exercise
- How and why we use medicines
- Why body hygiene is important

In Technology, we will be finding out about:

- How to plan and prepare a healthy meal

In International, we will be finding out about:

- What malaria is and how we can prevent it
- If we can improve the health of the world's children

### **How you can help:**

Tell your child that there is one disease called malaria that is very harmful to the body and is spread by a tiny flying creature. Can they guess what this creature is? A mosquito.

Have they seen a mosquito and what does it do? Ask your child on how can we protect ourselves from mosquitoes?

**Note:** Try not to scare the children. Reassure them that not all mosquitoes carry disease and we cannot catch malaria from another person.

Are mosquitoes a problem in the host or home country? You can get your child to locate the host and home countries on a map of the world then identify the continent of Africa. Tell your child that malaria is a problem in Africa. Can they think why? If we can protect ourselves from mosquitoes using nets, why is this disease a problem in Africa? Explain to your child, not everyone has the money to buy nets, and many people live a long way from a hospital so that when they become ill they cannot be treated quickly.

### **Theme: Media Magic (Communication)**

During this unit we will be focusing on Music, Art, ICT, Geography, Science, History, Technology, Society and International.

In Music, we will be finding out about:

- How to tell a story using music
- How to represent a character using music
- How to create sound effects for a film
- How musicians communicate using music

In Art, we will be finding out about:

- How a costume can tell us about a character
- How painters and sculptors communicate a mood, feeling or idea

In ICT, we will be finding out about:

- How to create special effects by giving directions to a robot

In Geography, we will be finding out about:

- How to create a realistic-looking road scene for a film

- How to create a sound map of our school
- How to present a news story about a world event

In Science, we will be finding out about:

- How sound travels
- How we can use light to send Morse code messages

In History, we will be finding out about:

- Inventors who have made famous communication inventions
- How communication has changed through the ages

In Technology, we will be finding out about:

- The importance of clear instructions
- How communication technology has changed
- How to program a robot and give it directions

In Society, we will be finding out about:

- Sounds that help us or keep us safe
- How to use sign language to communicate
- The services we can contact in an emergency
- How we show that we are a member of a group

In International, we will be finding out about:

- How we can become better communicators
- Other languages that we can learn to speak
- How people greet each other in different countries around the world

### **How you can help:**

Perhaps you could tell your child about the different kinds of communication you use in your workplace and ask them why they think you would choose to use one or another. Look with your child at any letters that arrive from abroad and talk about the sender.

## **Personal, Social and Health Education (PSHE)**

Taking from the school's 3-year strategic plan, we have a big emphasis on PSHE this year. PSHE will start off with "Essential Agreements" being completed within classes between pupils and teachers. We will then link all of the PSHE to our IPC topics, really looking at the bigger picture, both ethical and environmental, within these topics. School traditions such as "International Week" and "Eco Week" will be more of a process and partnership between all the people involved.

We will also have "Good Choices Time" within the classroom. This is a time for your child to interact with their peers and teacher in a more informal way. During this time matters will be addressed and playground incidents will be spoken about. This is also a time for children to be taught mindfulness techniques and catch up on any work, if they so wish.

## **Agama (For Malaysian Muslim Students Only)**

**Du'as:** Toilet, Sleep, Wake Up, Exit Home

**Surahs:** Fatihah, Quls

### **Term 1**

- Allah
- Surah Fatihah
- Surah Al Ikhlas
- ArRububiyah
- Asma' ul Husna.
- Names of Prophets
- Etiquette of going out
- Arkaanul Iman
- Kitaabs
- Etiquette of using the toilet

### **Term 2**

- Quls
- Salah
- Surah an Nas
- Arkaanul Islam
- Masjids in the world
- Wudhu
- Salah
- Practical Salah
- Nabi Yunus a.s.
- Salah Times

### **Term 3**

- Seerah
- Dzikrullah
- The Prophet's Kindness
- Kindness to Parents
- Everyday courtesies

## Art

### Term 1

#### Exploring Drawing Materials

*IPC: Live and Let Live*

Children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photos and artists' self-portraits to develop ideas about how they will portray themselves.

### Term 2

#### Print-making Pattern

*IPC: Buildings*

Children will draw pictures of local buildings and explore print-making techniques to convey their ideas and feelings about buildings.

### Term 3

#### 3-D Sculpture

*IPC: Media Magic*

Children will be finding out how a costume can tell them about a character. They will take on the role of costume designers and will be responsible for creating the costumes for several key characters from films familiar to them.

#### Note:

Each term, half a term is devoted to Art and half to Design & Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.

## Design and Technology (DT)

### Term 1

#### Textiles – Puppet

Design and make a hand or finger puppet for puppet show

### Term 2

#### Control Mechanisms – Vehicles

Students learn about wheels and axles and how to use these when making wheeled vehicles for a specific purpose

### Term 3

#### Mechanisms – Winding Up

Students explore how to make winding mechanisms using reclaimed materials

#### **Note:**

Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.

## Information and Communications Technology (ICT)

### Term 1

1. Word-processing using “Word 2013” software. Students will be using the keyboard to type text on the computer, recognising more keyboard keys and saving their work properly.
2. Image editing using “Paint” software. Students will be using the mouse to draw pictures, recognising commonly used painting tools and saving their work properly.
3. Presentation and design using “PowerPoint 2013” software.
4. Computer activities and exercises given are related to:-  
*IPC topic Term 1.1 ‘Live and Let Live (Living Things)’*  
*IPC topic Term 1.2 ‘Water World (Saving Water)’*

### Term 2

1. Introduction to desktop publishing using “Publisher 2013” software and image editing using “Paint” software. Continuation and extension of what the students have been learning in Term 1.
2. Information gathering using “Milypedia” by Sherston software (*electronic encyclopaedia*).
3. Computer activities and exercises given are related to:-  
*IPC topic Term 2.1 ‘What Is It Made Of?’ (Materials)*  
*IPC topic Term 2.2 ‘Buildings (Structures)’*

### Term 3

1. Presentation and design using “PowerPoint 2013” software and image editing using “Paint” software. Continuation and extension of what the students have been learning in Term 2.
2. Information gathering using the Internet (Google Search).
3. Computer activities and exercises given are related to:-  
*IPC topic Term 3.1 ‘Super Humans (Our Senses)’*  
*IPC topic Term 3.2 ‘Media Magic (Communication)’*

# Malay

## Term 1

### Topic

- My School (Places in my school)
- My Classroom (Objects in my classroom)
- Numbers (1 – 50)

### Culture Learning

- Introduce children's folk songs

### Language Systems

- Punctuation
- Common nouns

### Comprehension

- Reading short texts

### Writing

- Writing words and phrases
- Matching words with pictures

### Speaking

- Speech – presenting a chosen topic

## Term 2

### Topic

- What's It Made Of?
- Buildings (IPC)

### Language Systems

- Proper nouns
- Personal pronouns

### Comprehension

- Reading short texts

### Writing

- Matching words to form phrases
- Matching phrases to form short sentences

### Speaking

- Speech – presenting a chosen topic

### **Term 3**

#### **Topic**

- Time
- Communication

#### **Language Systems**

- Verbs
- Adjectives

#### **Comprehension**

- Reading short texts (1 – 2 paragraphs)

#### **Writing**

- Rearranging the words to form sentences

#### **Speaking**

- Speech – presenting a chosen topic

# Music

## Term 1

### Rhythm Maker

- Sounds long or short
- Play long and short
- Patterns of rhythm
- Ostinato
- Unpitched percussion instruments

### Pitch Maker

- Step and skip
- Beat and rhythm
- Common singing
- Solfege
- Make your tune

## Term 2

### Major and Minor Pentatonic Mood

- Chinese/Oriental Mood
- Fossils on the march
- Patterns/Sequence
- Xylophone/Pitch instruments

### Major and Minor Pentatonic Mood II

- Funny voices
- Hairy scary
- Folk tunes around the world

## Term 3

### Sound Maker

- Builders at work
- Noah's Ark
- Matching sound and scene
- Recycle material

### Film and Music

- Famous film soundtracks
- Teatime soundmakers
- Music, story, place and characters
- Foley artists

## Physical Education

Friday Lesson 1 8:15am – 9:15am	Term 1	Term 2	Term 3
2T Mr Kenny	Games/Multi-skills	Athletics/Fitness/Gymnastics	Swimming
2E Miss Areena	Games/Multi-skills	Swimming	Athletics/Fitness/Gymnastics
2N Miss Julie	Athletics/Fitness/Gymnastics	Games/Multi-skills	Swimming
2B Mr Bell	Games/Multi-skills	Swimming	Athletics/Fitness/Gymnastics