

**BRITISH
INTERNATIONAL
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL

Curriculum Statement Year 2



Term One
September 2016

This term our main topic is titled:

Our World



Through this topic we will cover work in the curricular areas of: Design Technology, Art, Geography, History and Science.

Curriculum objectives and activities

The topic of 'Our World' lasts for the whole of the first half term. Within the topic we cover areas such as:

- Looking at the world around us in terms of locality, where we are from, where we go to school , etc.
- Treating our world with respect – to ensure that it is well looked after – so that every person, animal and plant can live healthily and enjoy it
- Thinking about what we can do to help protect the environment
- Looking at the weather in various countries and how it affects people
- Understanding climate change and how affects different wildlife

The children will take part in cross curricular activities as they study this topic. Activities will include:

- Creating artwork using natural materials
- Making a collage
- Making a silhouette of our local skyline
- Developing a fact file about our home country and their teacher's home country, and comparing and contrasting different features
- Learning how to recycle and reuse materials to help our environment
- Recording the weather in Vietnam and England
- Using role play to give a weather forecast
- Filming and recording
- Exploring the local environment
- Group discussion

Key vocabulary: environment, world, protect, affect, locality, natural, cityscape, landscape, weather, natural material, Global Warming, ice caps, melting, habitat, continents

Relevant Books/Authors

Planting a Rainbow by Elis Ehert, Riperias River by Michael J Caduto, My Junior World Atlas by Usbourne

Related Websites/resources:

<http://www.metoffice.gov.uk/learning/weather-for-kids>

<http://world-geography-games.com/continents.html>

<http://www.ducksters.com/geography/>



The Magic Toymaker

During the second half of the term we will learn about toys! Children will learn:

- About toys and games from the past and compare them to the toys children play with now
- How to decide if a toy is new or old
- How we can learn about the past in different ways
- To sort toys into different categories
- About pushes and pulls, and how things move
- About 'magic' toys that fool our eyes
- About the materials that toys are made from
- About the different toys and games that children play with around the world

Children will take part in a number of exciting activities including:

- Interviewing a member of their family and teachers in their school about their favourite toys
- Creating their own toy museum
- Designing and making their own board game
- Designing and making their own puppets
- Playing a game from another country and teaching it to a friend

Key Vocabulary:

Books and authors:

Dogger by Shirley Hughes

Old Bear by Jane Hissey

Websites/resources:

<http://www.museumofchildhood.org.uk>

<http://www.teddybear-museum.co.uk/>

Toy Story films

How you can support at home:

- Encourage your child to play with a range of different toys at home
- Share some toys from your own childhood with your child



LITERACY -

In the first half of Term 1 in Literacy we will cover 'Stories with a Familiar Setting'. This topic fits nicely with the children's real experiences of settling into a new environment. It also links with our topic, 'Our World'. The children will be taught using a wonderful variety of books that cover 'School,' 'Shopping,' 'Holiday,' and 'Home.' We will then focus on a book called 'The Tiger Who Came to Tea,' by Judith Kerr, which is particularly good for helping children structure their own story by changing the character and setting. We will use role play and Talk-4-Writing as a strategy to enable children to eventually become writers and create their own story. Writing stories is a long process for young children. As teachers, we provide all of the 'tools' the children need to create a beautiful piece of writing.

Children will:

- Retell the story 'The Tiger Who Came to Tea' using actions
- Look at characters and settings
- Plan through drawing pictures and mind maps
- Create 'Story mountains' - (opening, build up, problem, resolution, ending)
- Learn through guided and shared writing
- Think about appropriate grammar and punctuation
- Practise reading and spelling
- Use 'Think it, Say it, Write it, Re-read it' strategies.
- Role Play
- Write their own story

Key Vocabulary: Story, author, character, setting, full stop, capital letter, familiar, home, school, shop think, say, write, read

Books and Authors:

Family Stories by Debbie Gallagher, Where We Live by Kingfisher Readers, The Little House by Virginia Lee Burton

How you can support at home:

- Remind your child about using finger space and capital letters.
- When doing homework, encourage your child to check spellings using his/her word book.
- When reading, ask your child questions about what has happened on each page.
- Encourage him/her to be creative and to use language to describe things s/he can see.

Later in Term 1, the children will become poets. The topic is 'Patterns on a Page'. They will learn about various styles and forms of poetry. Poetry is an exciting way for children to develop their creativity and expression through writing.

The children will take part in a number of activities including:

- Using acrostic poetry as a cross curricular link to other topics we are covering in class
- Thinking about styles of poetry – narrative, limericks, riddles
- Learning about rhythm and rhyme
- Verse and alliteration - this is great for children to learn as it really makes an impact and creates interest for the reader
- Exploring similes in poetry
- Discovering onomatopoeia – great for cross curricular links with music
- Listening to, reading and performing poems
- Exploring and playing with interesting and inventive language to create or continue patterns
- Writing a simple poem of their own (linked with 'Our World' theme).

Key Vocabulary: Poem, verse, exciting, acrostic, poetry, poet, alliteration, simile, onomatopoeia, writing, create, enjoy, rhyme, pattern.

Books /Authors: The Works, chosen by Paul Cookson, Usbourne book of Children's Poetry. Even More Nonsense by Michael Rosen. Poems by Roger MCGough, Michael Rosen.

LITERACY – English

In the second half of Term 1 we will look at 'Instructional Texts.' This theme has a number of cross curricular links with all subjects. Instructions are part of daily life and are therefore very relevant to the children. Children will:

- Learn instructional language — first, next, then, after that, finally.
- Consider where we find instructions
- Think about why instructions are important
- Discuss what would happen if we had no instructions
- Decide when it is good to use instructions
- Consider the dangers if we do not follow instructions
- Think about where we find information from — books, questioning, internet, observation, etc.
- Discuss why it is important that we give and receive information

Activities will include:

- Playing games such as 'the bean game'
- Playing an instruction game in teams
- Following instructions to collect objects and clues
- Discussions with talk partners and in small groups
- Group work
- Question and answer sessions
- Cross curricular lessons in P.E when children can do assault courses and instruct each other's movements
- Thinking about instructions in the class room
- Mind mapping in various contexts
- Learning instructional language — first, next, then, after that, finally
- Taking part in an obstacle course relay in teams and following the instructions

Starting to write instructions

How to make a jam sandwich

What you need:

- 2 slices of bread
- A knife
- Butter
- Jam



How you can help at home:

- Give children clear instructions when you ask them to do something
- Ask your child to explain what s/he is doing using the words; first, next, then, after that, finally.
- Remind your child about using finger space and capital letters.
- When doing homework, encourage your child to check spellings using their word book.
- When reading, ask your child questions about what has happened on each page.



Modern Foreign Languages (MFL)

MFL

After a successful starter with Spanish last year and the positive effect in our students' lives and their understanding of the world around them, we will carry on covering basic vocabulary through games and enjoyable activities. We aim to ensure that students learn to appreciate the fun of learning a foreign language from an early age.

VIETNAMESE:



In this Term, the children will learn about '**Stories with familiar settings' and Instructional Texts.**

Stories with familiar settings: In Vietnamese lessons, the children will following the same themes as in English literacy lessons.

Instructional Texts. We will look at a variety of ways information is communicated and why information is important to our daily lives. They will learn to follow both oral and written instruction. We will learn how to make some exciting things in real life by using our speaking and listening skills. Then the children can give their own instructions to help others. They will learn instructional language — first, next, then, after that, finally.

How you can support at home:

- ◆ Remind the children about using finger spaces and capital letters.
- ◆ When doing homework, encourage the children to check spellings using their word book.
- ◆ Please make sure they read for at least 10 minutes every night. When reading, ask the children questions about what has happened on each page.

Resources:

Vietnamese stories

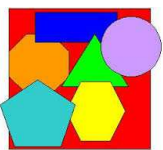
<http://truonghoctructuyen.socnhi.com>

MATHEMATICS – The children will learn many skills and mathematical concepts in this first term:

Counting, partitioning and calculating: They will recognise, read and write two-digit numbers and go on to think about three-digit numbers. They will describe and extend number sequences forwards and backwards and recognise odd and even numbers to at least 30. Children will learn about the relationship between addition and subtraction and begin to use number lines to calculate the answers as well as learning number bonds to 10 and 20. The children will also have the opportunity to calculate addition and subtraction using British Sterling. They will count in 2s, 5s and 10s and practice doubling and halving to 20

Measuring: They will learn to estimate, compare and measure lengths and weights, choosing and using standard units (m, cm, g, kg) and suitable measuring instruments. They will measure real objects inside and outside class room.

Shape: Children will learn to identify 2D and 3D shapes from pictures and the environment; they will sort, make and describe shapes, referring to their properties.



Time: Children will learn to read analogue clocks (o'clock, half o'clock, quarter to and quarter past).

How you can support at home:

- Ask them to find the double and half of different numbers
- Encourage your child to play maths games (see links below).
- Provide opportunities for your child to practise telling the time and measuring objects at home.



Related websites/resources:

<http://www.primaryresources.co.uk/online/longshape3d.html>

<http://www.woodlands-junior.kent.sch.uk/maths/shape.htm>

<http://www.woodlands-junior.kent.sch.uk/maths/interactive/>

<http://www.akidsmath.com/mathgames/addtoten.htm>

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

<http://www.primarygames.co.uk/pg2/splat/splatsq100.html>

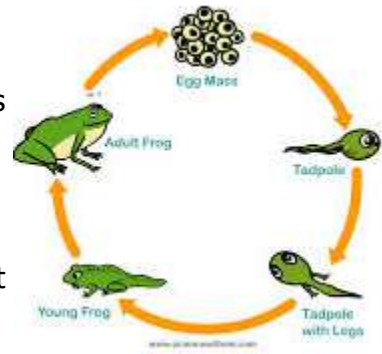
<http://www.ictgames.com/sharkNumbers/>



SCIENCE –

The first topic in science will be **'Live and let live'**. This will have many cross-curricular links with topic , ICT, art and literacy. The children will be exposed to a variety of information through various media. They will also look at their local school environment and life processes and living things. As part of this topic, children will learn:

- To identify living and non-living things
- To sort living things according to different criteria such as habitat and herbivores, carnivores and omnivores
- The basic things that all living things need to survive
- To make observations and record their findings carefully
- To consider how we treat animals
- To begin to understand what is inside our body and what part of our body is associated with which sense.
- What a life cycle is and some examples of different life cycles



The activities the children will take part in include:

- Sketching, photographing and collecting living things around the school playground
- Using ICT to research information
- Creating and designing different habitats
- Using writing skills to create an information booklet on caring for a particular animal
- Sense testing day
- Making life cycle models

Later on in the term children will learn about different materials in the topic **'What's it made of?'** As part of this topic, children will:

- Learn the names of a range of materials and describe their properties
- Sort materials into those that are man made and those that are natural
- Create collages to show different materials
- Experiment with the effect that different materials can have on their artwork
- Experiment with different materials to test their properties and record their results
- Apply their knowledge from this topic to our IPC topic **'The Magic ToyMaker'** in selecting different materials to design and make toys!

How you can help at home:

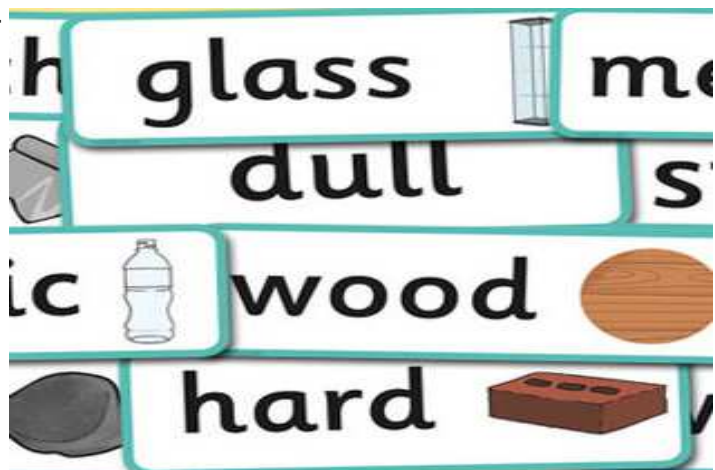
Go out into your garden or local area to look for different living things, involve your child in caring for any family pets that you may have, encourage your child to read information books in living things and start a collection of scrap materials that children can bring in for experiments.

Websites:

<http://kids.nationalgeographic.com/animals/>

<http://a-z-animals.com/reference/life-cycles/>

<http://www.everyschool.co.uk/science-key-stage-1-materials.html>



INFORMATION AND COMMUNICATION TECHNOLOGY -

In the first term, Year 2 will be writing algorithms to help move a robot in a predetermined sequence. They will learn how to use computer simulation to follow instructions accurately. Skills will be developed when navigating the internet to search for relevant information about weather and seasons. Children will use this information to produce an information text explaining their research and showing what they have learnt.



P.S.H.E. -

We will introduce the 6 main areas of the BIS Global Citizen school ethos and cross reference this with the school's 6 Golden Rules. Children will then focus on Caring and Respect during their circle time sessions and in assemblies. We will learn about Caring and Respect through our Aide Memoire superheroes 'Captain Care' and 'Respectagain'. Please make sure you ask your child how Captain Care and Respectagain show these very important qualities and ask how your child can show them too!

PHYSICAL EDUCATION - In Term 1 children in Year 2 will begin to develop a range of Fundamental Movement Skills such as running, jumping, throwing, catching and dribbling. These skills will form the basis of the children's development over the course of the year. The children will develop their Gymnastic ability, developing core strength and body control through balance and different movement patterns. In Swimming, children will focus on how to swim unaided, competently and safely. Children will develop confidence in the water and learn how to enter/exit safely, to rest and to float.



MUSIC -

This term is particularly exciting for Music in Year 2. Students will be introduced to the new Juilliard curriculum which provides deeper learning throughout the year whilst also receiving keyboard tuition as a method of learning. In the first half term, students will be discovering the possibilities of improvisation through the aid of 'Blue Monk.' This is a creative adventure for students whereby they will be developing their keyboard, rhythmical and melodic skills. In the second half term, students will be learning about 'Music that tells a story,' using Stravinsky as their stimuli. This will encourage students to build their relationships between music and emotions whilst creating links between the meaning of sound.



We do hope that the above information will be useful for you when supporting your child's homework and discussing his/her learning. Should you have any further questions please contact your child's class teacher.