



WEEKLY PARENT INFORMATION NEWSLETTER – Year 2

For week beginning 24 February 2014

Messages

- ECA lanyards- please ensure your child returns these to school daily so that their ECA teacher knows their route home after their ECA.
- Please remember that Register time first thing in the morning is a very important time for teachers to welcome children into the classroom and to discuss the days lessons with them and to make sure all children know what BISCAP or ECAs they are attending that day. **If you wish to communicate with your child's teacher please write a note in the Communication Book or send an email.**
- Please continue to check the school website for guidelines on our school uniform policy. If your child wears warm boots or wellington boots to school please ensure they also bring indoor school shoes to change into.
Thank you for your cooperation.
- School Photo – Thursday 27 February for 2B, 2C, 2I, 2U, 2P and 2S and Friday 28 February for 2X.
- Please ensure that all of your child's belongings are clearly labelled. Please also help to instil good habits with your child about taking care of their belongings.

Literacy

This week we will culminate our three week focus on traditional tales. We will be looking at our final piece of writing and up leveling it using VCOP (Vocabulary, Connectives, Openers and Punctuation). The children will be peer and self-evaluating and then using their reading to give ideas as to how they can make their writing even better. They will finish by publishing their piece of work for display.

Phonics

This week Goldfish will continue to learn how to spell common verbs in the past tense and how to add the suffix *ed*. We will also be revisiting how to add the suffix *ly* to words and the spelling rules that apply to this, for example how a word ending in *y* changes to an *i* when *ly* is added.

Keywords: happily, slowly, gently carefully, quickly, funnily, speedily, accurately, angrily, silently

This week, Puffer Fish will review and practise reading and writing these graphemes: *oy, ir, ue* and *aw*. Puffer Fish will also focus on how to spell these tricky words: my, her, do, when & out.

Key words: boy, oyster, joy, girl, bird, first, blue, true, saw, draw & straw

This week starfish will begin Phase 5 sounds. We will be comparing new spellings with ones we have previously learnt e.g. *ea* to *ee*, *ou* to *ow* and *ay* to *ai*

Key words: said, old, there, their, play, cloud, proud, sea, eat,

Octopus phonics group will be learning the alternative pronunciation and spellings for *n, r* and *m*. We will be focusing on the words knit, knew, knock, wrap, write, wrong, lamb, climb and thumb. We will also be practising the reading and spelling of the high frequency words their, there and going.

Key words: knit, knew, knock, wrap, write, wrong, lamb, climb, thumb, numb.

This week, Sting Rays will focus on the *ar, or* sound. We will review the differences in sound and look at words that contain these letter groups. Sting Rays will also focus on how to spell high frequency words: my, for and too.

Key words: bar, park, car, jar, hard, for, fork, cord, cork, lord, sort

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This week Sharks will focus on reviewing the spelling of 'oo' words. Later in the week they will and learn alternative spellings for this sound.

Key words: good, food, should, shouldn't, would, wouldn't, pudding, playful, pull, pulling.

Jellyfish will learn spellings of words containing 'ow'. We will explore words with the 'ow' sound e.g. cow and with the 'oh' sound e.g. show.

Key words: grow, show, glow, crow, flow, down, frown, crown, drown, brown.

Maths

Next week in Numeracy we will learn the names of common 3D shapes; cube, cuboid, sphere, triangular based pyramid, square based pyramid, cylinder. We will start to discuss the features of these shapes looking at the shapes of their faces, number of faces, number of edges, number of vertices.

Another group of children will look at sorting and organising information into a block graph. When we are comfortable making our own block graphs we will learn how to interpret the information in different block graphs and discuss the information that we can obtain from them. We will also look at sorting, organising and interpreting information in a pictogram. We will make our own pictogram and interpret the information from a given pictogram.

Finally some children will be working on patterns. First they will be investigating different shape patterns and trying to identify what will come next and answer the question...why do you think that? They will then using their experience to help them identify the next number in different sequences.

Themed Learning

Themed Learning covers our Science, Humanities and Art sessions. Teachers will be adopting a themed learning approach on a weekly or biweekly basis to allow for a more creative, cross-curricular approach to learning.

Our topic until Easter holidays will be "Planes, Trains and Automobiles", which will focus on inventions. This will be an inquiry based topic led, which will build on what the children already know and what they wonder and questions they would like to answer.

Humanities

As an introduction to the topic, the children will be finding out about the invention of the car. They will be looking at how this invention has changed and reasons why people have changed the car. They will be culminating the next two weeks by looking at whether the invention of the car has been a positive thing, negative thing or whether there are both good and bad points about this invention.

PSHCE

In PSHCE we will be looking at e safety and how this is important in our modern day lives. Children will be made aware of issues that can arise using computers and the internet and how they can stay safe. We will use a range of tools to show children how dangers can be averted and how trust is a very difficult thing online.

Vocabulary

Literacy – traditional tale, bad character, good character, plot, setting, repetitive phrases, happy ending, moral, problem, solution, build up, events, dialogue, speech marks, action, vocabulary. Openers, connectives, punctuation, exclamation mark, question mark, adjective, adverb

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Maths – cube, cuboid, sphere, triangular based pyramid, square based pyramid, cylinder, faces, edges, vertices, pattern, sequence, before, after, block graph, pictogram, key, sort, interpret, x axis, y axis

Themed Learning – invent, invention, problem, solution, positive, negative, change, successful

HPL –connection finding, intellectual confidence, fluent thinking, collaboration, practice, speed and accuracy

Mandarin Y2 MND-1

Topic: Daily Routine

Core Characters: 起床 qi chuang/get up; 上学 shang xue/ go to school; 放学 fang xue/after school; 睡觉 shui jiao/sleep

Core Sentences: 你几点起床 Ni ji dian qi chuang? / When do you get up?

你几点放学 Ni ji dian fang xue? / When does your school finish?

Activities: Making schedules according to their daily activities

Extended learning content: 吃早饭 chi zao fan/ have breakfast; 上课 shang ke/have lessons; 吃晚饭 chi wan fan/have dinner

Mandarin Y2 MND-2

Topic: Necessities

Key Characters: 牙刷 ya shua/toothbrush; 杯子 bei zi/cup; 镜子 jing zi/mirror; 牙膏 ya gao/toothpaste; 肥皂 fei zao/perfumed soap; 毛巾 mao jin/ towel

Key sentences: 我要 woyao..... /I want...

Activities: Chant the rhyme 'The Little Soap'

Mandarin Y2 MNF

本周我们将学习儿歌《一条鱼儿水中游》，能正确朗读并背诵儿歌。积累并能认读课文中的关于小动物的名词，能正确书写汉字：鱼 条 羊 果，复习基本笔画。复习拼音 y w 和他们的整体认读音节。

Dutch

De kinderen hebben genoten van het filmfeestje. Ze hadden allemaal ontzettend veel geld opgehaald en op het feest werden dan ook grote stukken pizza geserveerd. Ook hebben we afgelopen vrijdag afscheid genomen van juf Kristina, De kinderen hadden een fotolijstje geknutseld met daarin hun eigen portretje. Zo kan juf Kristina ze niet vergeten.