



**BRITISH
INTERNATIONAL
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL

Curriculum Statement

F2



Term Three
May 2017



This term our main topics are titled:

TREASURE

For the first half of Term 3, we will be focusing on the topic 'Treasure'. The children will be exposed to a variety of stories and activities focused on treasure and pirates. By learning about maps, the children will be exploring the features of different places around the world. We will be making pirate costumes and props such as ships, treasure chests, maps, compasses and a lot more and use it as we engage in creative role play and story telling. We will then be creating our own treasure expeditions by burying the treasure, creating treasure maps and going on a treasure hunt!

Key vocabulary: Treasure, pirates, Ahoy!, ship, treasure chest, gold coins, compass, treasure map, sea, island, bandana, island, Jolly Roger, eye patch, hook, captain, treasure hunt, pirate hat, binoculars, and anchor

Relevant books/authors: 'Jolly Roger and the Treasure' by Beverley Randell, 'Portside Pirates' by Oscar Seaworthy, 'The Treasure' by Uri Shulevitz, 'Pirates Love Underpants' by Claire Freedman and Ben Cort, 'Pirates Go to School' by Corinne Demas

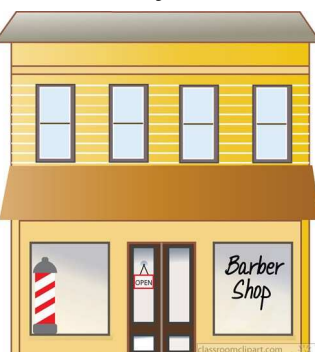
Related Websites/resources: <http://www.topmarks.co.uk/learning-to-count/underwater-counting>, <http://learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map>,

http://www.hbschool.com/activity/dive_treasure/

CHANGE

For the second half of the term, our focus will be on the topic 'Change'. We will begin our lesson on this topic by having a 'Changing Room' in our role-play area. The children will be provided with a selection of clothes including hats, wigs, dresses, trousers, t-shirts and costumes for them to try taking various roles and portray different characters. We will extend children's understanding about change by having a 'makeover salon' in our role-play area. We will continue to explore the changes in their appearance by looking at baby photos and comparing how they have developed throughout the years. This will be a great opportunity to extend their learning towards changes in animals and growth of plants. As the weeks go, we will also look at time, weather, colours and learn about changes in our environment.

Key vocabulary: changes, costume, grow, more, fewer, less, longer, bigger, smaller, shorter, cold, hot, melt, freeze, rainy, sunny, cloudy, windy, stormy, snowy, seed, plant, flower, tree, baby, adult



Relevant books/authors: 'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas, 'Cinderella' by Walt Disney, 'Jack and the Beanstalk' by Sindy McKay, Titch by Patch Hutchkins,

Related Websites/resources: <http://www.pbs.org/parents/education/science/tips/weather-science-lessons/>



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

For this term's PSE development, we will be focussing on building children's self-confidence and self-awareness. We will be providing opportunities for children to talk about themselves including their interests, ideas and abilities. We will be having activities such as 'Show and Tell' and 'Baby Me' where children can bring in objects from home to school and talk about it with their friends. We will also be focussing on important personal attributes such as sharing and taking turns. We will also be learning about the meaning of 'reflection' and 'integrity' from our BIS Aide Memoire. By the end of the year, we will be able to appreciate the importance of choosing to do the right thing even when nobody is looking and reflect on our year in school to find out how we can be better.

How you can support at home: You can help your child increase their self-awareness and self-confidence by letting him or her talk about what they have made which could be a painting, Lego structure or art work from school and by showing appreciation by giving positive compliments such as 'great work', 'good job' or 'you're amazing' and by displaying their work around your house. Encourage your child to say 'please' when asking for favours and say 'thank you' or 'no thank you' when receiving gifts or favours from another person. You can talk about the good and bad choices they make how it affects other people.

Related websites/resources: <http://www.askdrsears.com/topics/parenting/child-rearing-and-development/12-ways-help-your-child-build-self-confidence>

COMMUNICATION and LANGUAGE - English

For this term we will focus on helping children extend their sentences into long ones by helping them use suitable speech connectors such as 'because', 'and', 'but', and 'then'. We will also continue learning about prepositions which we introduced in the previous term and encourage children to use them in their own sentences. We will also expose children to lots of 'how' and 'why' questions to help them understand and learn how to respond to these kinds of questions.

How you can support at home: Ask your child lots of 'how' and 'why' questions such as 'how do trees grow?' and 'why do we need to eat?' Help your child extend his or her sentence by adding 'because', 'but' or 'and' at the end of his or her sentence and by letting them complete the rest for example 'I'm feeling hot **because** I ran fast outside'.

Related websites/resources:

<http://www.talkingpoint.org.uk/ages-and-stages/3-4-years>

http://raisingchildren.net.au/articles/child_development_four_to_five_years.html

PHYSICAL DEVELOPMENT

This term we will be doing one of our PE sessions with F2I class to help the children further develop their social and sportsmanship skills. In our outdoors we will be focussing on strengthening children's ability to throw and catch objects, successfully negotiate space and adjust speed and direction when running, and jumping over high hurdles and distances; whilst in our classrooms, we will be focussing on practising using a tripod grip consistently when copying letters, words, sentences and names. We will resume swimming this term and it should help our students gain more confidence in the water.

How you can support at home: You can help your child at home further develop his or her gross motor skills by taking him or her to swim, play in a playground or proper play centres for children such as the TiniWorld, and Trampoline Park. To support your child's writing skills, you can provide your child with tracing and drawing books and assist his or her pencil grip and writing letters, words and their name. They should also be able to change into their swimming costumes independently, please encourage them dress up without adult support.

Related websites/resources: <http://www.swimming-techniques-learn.com/toddlers-swimming.html>
<http://www.5aroundtheworld.com/2013/05/top-things-to-do-in-hanoi-vietnam-with.html>



LITERACY

For Literacy, we will begin preparing children for their Phonics sessions in F3 by teaching them Phase 2 Letters and Sounds. Using Jolly Phonics, we will be teaching the children the different letters in the alphabet. We will also be teaching them to blend and segment sounds to help them to read and spell CVC words. When they are ready, they will be taught how to read and write simple phrases and sentences.

How you can support at home:

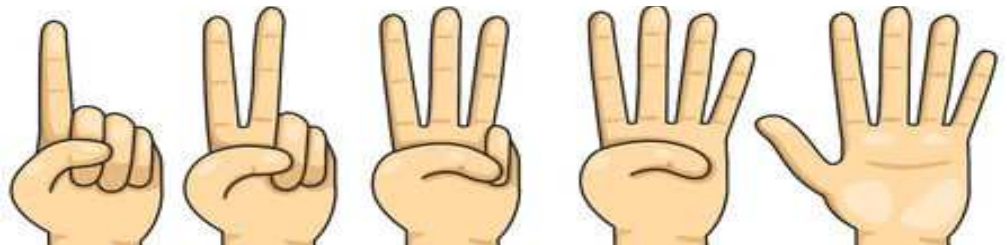
Say out loud sounds of first letters of words when talking to your child for example saying 'This is a **b-b**-ball', 'The dog's name is **P-P**-Peter', and 'Put on your **sh-sh**-shoe'. Help your child read CVC words by guiding them to say each sound. Give your child a writing pad to write down the sounds or words they learned in Phonics.

This term, all of F2 will begin bringing home English Book Bands in addition to their regular Library Books. These books will support their development in Literacy especially if they read it regularly both at home and at school. Please encourage your child to describe and tell the story using their own words. It would be helpful if you communicate any comments or observations with your child's teacher.



Related websites/resources:

<http://www.themeasuredmom.com/teach-your-child-to-rhyme/>
<http://www.letters-and-sounds.com/phase-1-games.html>
<http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
<http://www.letters-and-sounds.com/phase-1.html>



Mathematics

For Maths, we will further develop children's knowledge about numbers including counting objects beyond 10, matching the number of objects to its correct numeral, counting backwards and identifying missing number in between a sequence. We will also be focussing on counting our movements such as claps, jumps and hops and representing numbers in different ways such as using fingers and making marks. Additionally, we will introduce the concepts 'putting together' and 'taking away'.

How you can support at home:

Always incorporate numbers in your child's everyday activities such as asking your child to count his or her pairs of shoes, letting your child set-up the dinner table by saying how many numbers of plates, spoons and forks he or she should put, and counting petals on a flower together and encouraging your child to use his or her fingers or make marks to represent the total number of petals.

Related websites/resources:

<http://www.prekinders.com/teach-counting/>
<http://www.topmarks.co.uk/learning-to-count/underwater-counting>

UNDERSTANDING THE WORLD

For this term, we will be learning about our natural world as we talk about our topics 'Treasure' and 'Change'. We will have activities such as a treasure hunt, seed planting, colour experiments and making paper boats. Through these activities we will observe and talk about the natural treasures we find, how seeds grow, how colours can be changed and if paper boats sink or float in water. Furthermore, this term we will also be educating the children with basic computer and iPad skills such as moving the mouse cursor and completing a simple game on the computer or iPad.

How you can support at home: Taking your children on trips to a park, zoo, and museums will be best to help your child understand better the world around them. Enrolling your child to join in pottery, cooking or planting sessions are also great ways to educate him or her as children learn best through experience. You may also ask for your child to help you in preparing simple meals for your family or in planting seeds in your garden.

Related websites/resources:

<http://www.keeperofthehome.org/2014/02/25-chores-your-2-4-year-old-should-be-doing-and-how-to-get-himher-to-work.html>

<http://creativewithkids.com/cant-miss-fun-for-your-4-6-year-old/>



EXPRESSIVE ARTS AND DESIGN

For this term, we will focus on dancing and making music. We will provide children with different props for dancing such as ribbons, scarves, fans and pompoms. We will be using these props as we learn new dance movements and songs. We will also be introducing different musical instruments to the class such as djembe, ukulele, egg shakers, maracas, tambourine, triangles and claves. We will explore the sounds they make and experiments different ways to make music.

How you can support at home: Use resources at home to create simple musical instruments with your child like using chopsticks and bowls as drums or putting rocks or pebbles inside a plastic bottle to make a shaker. Spending some time for dancing and singing with your family will also increase your child's interest and love for music. Games such as 'Statue Dance' or 'Musical Chair' will be fun for your child and your whole family.

Related websites/resources:

<http://www.howweelearn.com/spectacular-homemade-musical-instruments/>

<http://www.nhs.uk/change4life/Pages/dance-steps-games.aspx>

We hope that you will find the information above useful. If you have any question/s, feel free to talk to your class teacher at any time. We are looking forward to another exciting term with you and your child.

