



WEEKLY PARENT INFORMATION NEWSLETTER – Year 2

For week beginning 2 June 2014

Messages

- **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.**
- **Friday, 6 June** is the Year 2 visit to the Botanical Gardens. Please can you ensure that your child's permission slip has been sent in as soon as possible. Final information about what the children will need for the visit will be sent out via room parents early next week.

As the weather is warming up, please ensure your child brings a water bottle and hat to school for outside playtimes and PE lessons.

Literacy

This week in Literacy the children will be reflecting on their poetry and making improvements by collaborating with their peers. They will be reading each other's work and providing them with a star and a wish. After the children have made their amendments, they will be collaborating as a group to create a performance, of their final line poem, using movements and sound effects.

Phonics

This week in phonics Goldfish will consolidate what we have been learning the last couple of weeks. The children will review irregular verbs in the past tense and homophones. The children will also continue to learn how to spell the next 200 high frequency words.

Key words: made, make, go, went, there, their, they're, wear, where, were

This week, Puffer Fish will look at spelling rules associated with following *w* with the *ur* sound. We will practise running dictation using all the suffixes learned so far. Pufferfish will also practise reading and spelling common words: *why, white, end, than, sun & across*.

Key words: word, work, worm worth, worship, why, white, end, than, sun and across.

This week Starfish will be continuing to look at the different pronunciations for sounds. This week will focus on *ch*. We will be looking at how this spelling can be pronounced in 3 different ways including, *ch* for chin, *ch* as in machine and *ch* as in school. The children will sort words and practice reading and writing them within sentences.

Key words: school, chalet, machine, chin, Chris, through, eyes, what, please, may, away

Octopus phonics group will be continuing to focus on the alternative pronunciation and spellings for words that sound like *sh* but are spelt *ci, ti* or *ss*. We will now be focusing on the words special, social, official, station, position, patience, mission and session. will also be practising the reading and spelling of the high frequency words how, did and man.

Key words: special, social, official, station, position, mention, patience, mission, session, wish.

Stingrays will focus on the *ar, or* sound. We will review the differences in sound and look at word that contain these letter groups. Stingrays 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

Sharks will be reviewing the alternative spelling for *igh*, as in dry, slice, might.

Key words: quiet, cry, eyes, crisis, slice, strike, right, denied, shine, delight.



Jellyfish will be working on alternative spellings for words containing the 'ch' sound.

Key words: picture, adventure, creature, future, nature, catch, fetch, pitch, mixture, signature.

Maths

This week the children will be learning about capacity. They will be recording estimates, reading capacity scales and measuring and comparing in millilitres and litres.

Some children will be continuing to review their knowledge of different 2D and 3D shapes. They will be focusing on identifying and describing the key properties, including the number of faces, edges and corners. We will then be looking at which of these shapes can be folded into halves and quarters. Children will then be using these skills to help them solve shape related word problems.

Other children will be completing their work on data handling. They will be making bar graph and pictograms and asking and answering questions using their information.

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.

During our themed learning the children are now being inspired to use their imaginations and create jungle artwork. The children will start by looking at pictures created by Henri Rousseau. They will be making close observations and sketches of the lines, shapes and patterns of the leaves and flowers in his pieces of art and using this as a starting point for their own work.

The children will then be learning to create different shades and tints with watercolours, building on our previous learning. They will be using this to create a background on which they will then use recycled materials to develop a piece of art.

PSHCE

This term we will be looking at the topic of 'Relationships', which focuses specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three social and emotional aspects of learning: self-awareness, managing feelings and empathy.

Vocabulary

Literacy – edit, re-draft, improve, performance, expression, intonation, movement,

Maths – data, graph, tally, chart, table, sort, information, altogether, difference, how many more, capacity, volume, estimate, measure, compare, scale, millilitres, litres, 2D, 3D, shapes, properties, faces, edges, corners, folded, fractions, halves, quarters, problem, solution.

Themed Learning –background, mid ground, foreground, horizon, shape, line, texture, space, curve, straight, repeated pattern

HPL –collaboration, creativity, imagination, confidence, risk taking

Dutch

Via het thema 'verhuizen' hebben de kinderen nieuwe woorden geleerd en deze toegepast in verschillende contexten. De nadruk ligt nu op het afmaken van zinnen en daarbij de goede werkwoordsvorm te gebruiken. Tevens is de spellingregel 'voor de w komt altijd een u' aangeboden via het boek 'De leeuw is los'. Ze hebben geoefend om de -eeuw, -ieuw en -uw woorden te schrijven.

THE BRITISH INTERNATIONAL SCHOOL

Puxi, Shanghai



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Mandarin Y2 MND-1

Topic: Lesson 7 'My School Uniform'

Core Characters: 了 le/ function word (usually at the end of sentence); 穿 chuan/wear; 和 he/and

Core Sentences: 今天你穿了什么 jin tian ni chuan le shen me? /What do you wear today?

Activities: Look and Say

Mandarin Y2 MND-2

Topic: Dragon boat Festival

Key phrases: 粽子 zong zi/rice dumpling; 龙船 long chuan/ dragon boat

Key sentences: 加油 jia you/the word to say when cheering sb. on, as in 'Go! Go!' or 'Come on'

Activities: Story Telling

Mandarin Y2 MNF

本周我们学习课文《写字》，复习我们学过的拼音。理解《识字卡片》相关汉字后面的词语，完成练习册。