



WEEKLY PARENT INFORMATION NEWSLETTER – Year 2

For week beginning 21 April 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.**
- **Uniform - Lost Property Collection**
Many thanks to our parent volunteers (Mrs Cooper, Mrs Burford & Mrs Renwick) who spent time sorting the lost property. Many items have now been reunited with their owners, however, a very large number of items have no name labels and so could not be returned. These unlabelled items will on display in the Primary Boardroom from 8:10 - 8:40 every morning next week so parents and students can come and try to find lost clothing. Teachers do spend a lot of time teaching and reminding children to look after their belongings but children are often careless so **PLEASE can we ask that all school uniform is clearly labelled with your child's name.**
- **Sport Days**
Our annual Primary Sports Day events are coming up. Each Sports Day will be for half a day and involve two year groups. This is to ensure that competitors have maximum participation time, without battling the summer sun for extended periods of time. The events during the week are as follows:
 - Monday 28 April – EYS and KS1 at Primary Campus.
 - Tuesday 29 April – Years 3 & 4 at Primary Campus.
 - Wednesday 30 April – Years 5 & 6 at Secondary CampusYour son or daughter should arrive at school in their PE kit and house t-shirt. We strongly recommend that they bring a water bottle, sun cream, light healthy snacks and a sun hat.
Parents are more than welcome to come and spectate and refreshments will be available during each event. We hope that your son or daughter enjoy their day of sporting fun and prowess!

Years 1 and 2 Sports Day Monday 28 April 13:00 – 3:20 Primary Campus

All children will take part in each of the activities as they move around a range of stations through the afternoon; there are also plenty of rest areas planned in order that the children can drink and get some shade. Some activities will be based around fun games and some will have a more athletic feel. The activities are designed to challenge the students physically but also help them have fun whilst doing exercise.

Literacy

The children will be continuing their work on non-chronological reports with a focus on sharing their knowledge on rainforest animals. They will start the week by consolidating their understanding of what a non-chronological report looks like and their features. The children will then sort facts into categories to help them create a paragraph of writing on a chosen rainforest animal. By the end of the week the children will have independently written a rainforest animal fact sheet.



Phonics

This week Goldfish will continue to focus on compound words. The children will revisit what compound words are, how to identify compound words and how to create their own compound words. The children will also continue to learn how to spell the next 200 high frequency words.

Key vocabulary: other, through, been, stop, must, right, these, began, animals, something

This week Puffer Fish will continue their work on suffixes. This time we will look at the suffix *er*. We will add +er to words and practise writing them in full sentences. We will also practise reading and spelling common words such as *never, next, first, lots, need & fish*.

Key words: teacher, driver, presenter, plumber, diver, rider, runner, reader, bigger, writer & slower

This week Starfish will be looking at how the sometimes letters can make different sounds. We will be learning about the vowels *i* and *o* making both short bouncy sounds and long stretchy sounds.

Key words: find, wild, blind, child, tin, no, go, don't, cold, gold, hot

Octopus phonics group will be learning the alternative pronunciation and spellings for *ee* as in tree and field. We will be focusing on the words tree, bee, sleep, meet, chief, thief, field, yield, shriek and relief. We will also be practising the reading and spelling of the high frequency words eat, everyone and our.

Key words: tree, bee, sleep, meet, chief, thief, field, yield, shriek, relief

Stingrays will focus on the *ur, ir* 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: fur, blur, slur, curl surf, turf, sir, stir, bird, girl

This week Sharks will recap the alternative spelling for *ai* as in Clay, Mate, apron etc.

Key words: stayed, bacon, weight, trail, estate, wait, apron, dismay, delay, prey.

Jellyfish will be working on words containing silent g, k and w.

Key words: knock, knee, know, gnaw, gnome, gnat, wrap, write, wrinkle, wrestle

Maths

This week in Maths the children will be practising word problems involving multiplication and division. For example: there are 20 children in the class and the teacher splits them into 4 equal groups. How many children are in each group?

Some children will be using their previous knowledge and understanding to identify odd and even numbers. They will then be practising how to round two-digit numbers to the nearest multiple of ten. They will use their knowledge of tens and units to help them understand that numbers with units ending 1-4 round down to the nearest ten and numbers 5-6 round up to the nearest ten. They will then use this to help them solve logical problems.

In addition to this, Miss Davies and Miss Wakelin's class will be learning how to identify a half and a quarter in shapes and number. The children will be practically folding shapes to establish what a half and a quarter is, as well as applying their knowledge to solve problems. They will then move onto putting practical equipment into two equal groups to help them establish half and a quarter of a number.

Themed Learning

THE BRITISH INTERNATIONAL SCHOOL

Puxi, Shanghai



**NORD
ANGLIA**
EDUCATION

HELPING OTHERS
TO BE THE BEST
THEY CAN BE

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 this term is Rainforests and we will be using our geographical and scientific skills to find out all about this amazing habitat and its plants and animals. We will be starting our topic by looking at looking at where rainforests are in the world, the different parts of a rainforest and the plants and animals that live there.

We will be investigating the similarities between animals and between plants and differences within these groups. The children will be learning that although living things are all different, there are similarities which can help sort them into groups.

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 – non-chronological, non-fiction, heading, title, sub-heading, sub-title, paragraph, introduction, conclusion, key word, technical vocabulary, picture, diagram, caption, label, text

Maths – multiplication, multiply, times, lots of, sets of, groups of, division, divide, share, split, equally, each, odd, even, tens, units, rounding, two-digit numbers, up, down, logical problems, half, quarter, equal, same

Themed Learning –variation, group, classification, similarities, differences, mammal, amphibian, reptile, bird, insect, fish, cold-blooded, warm-blooded, environment, adaptability, environment, adaptability, food chain, camouflage, atlas, globe, continent, country, habitat, topical, Equator, Tropic of Capricorn, Tropic of Cancer, physical features, layer, emergent, canopy, understory, forest floor,

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

Dutch

Via het verhaal van Sjeng en Guus hebben de kinderen de namen van kriebelbeestjes geleerd. Verder is er hard gewerkt uit het werkboekje, waar de nadruk lag op kritisch lezen. De leerlingen hebben uitgevonden dat de letter c op twee manieren kan worden uitgesproken; /s/ en /k/ zoals in cent en cola. Pasen staat voor de deur en de kinderen hebben natuurlijk eieren mogen verven. Het boek 'Het allermooiste ei' van Helme Heine is voorgelezen. Graag het bieboek en Estafettepakket SAMEN op dinsdag mee naar school nemen.

Mandarin Y2 MND-1

Topic: Lesson 1 "Self Introduction"

Core Characters: 是 shi/am, is, are; 人 ren/person; 几 ji/how many

Core Sentences: We will be learning how to express our nationalities, age, year level.

Mandarin Y2 MND-2

Topic: Revision

We will review what we have learned by some interactive activities.

HELPING OTHERS TO BE THE BEST THEY CAN BE

www.bisspuxi.com

THE BRITISH INTERNATIONAL SCHOOL

Puxi, Shanghai



HELPING OTHERS
TO BE THE BEST
THEY CAN BE

Mandarin Y2 MNF

本周我们继续学习课文《我的鞋》，能认读课文中汉字：笑、叫、当、后，知道“当”是一个多音字。复习拼音 ie、üe、er，注意üe 的拼读规律。完成相关的练习。