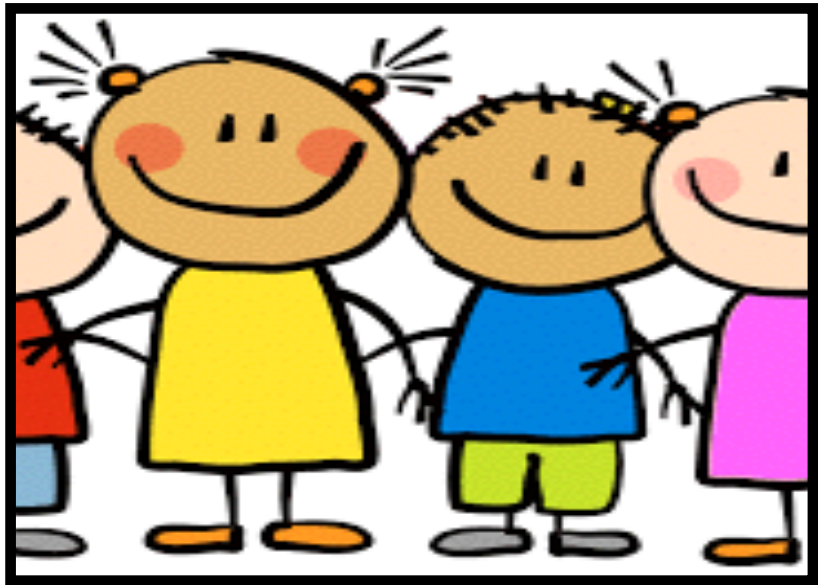


How are you?

YEAR 2  
TERM 1  
2017-18



Dear Parents,

Over the next 6 weeks those of us in Year 2 will be following a unit of work on a theme that focuses on 'Health'.

This unit of work is part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn - the learning goals - in three different areas:

1. The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
2. Personal development - the characteristics which will help children become more responsible, independent learners.
3. International understanding - which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

During this unit we will be focusing on Science, History, Physical Education, and International in particular.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.

Talk with your child about how we can try to stay healthy by eating the right foods, getting enough sleep, taking exercise and protecting ourselves from germs by good hygiene practices.

If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments or questions about your child's learning, please get in touch.

In **Science**, we'll be finding out:

- About eating the right foods
- About getting enough exercise
- Why our bodies need sleep
- What happens when we are ill
- How germs get inside our bodies
- How to protect our bodies

In **History**, we'll be finding out:

- About the doctors who discovered medicines
- About diseases from the past

In **International**, we'll be finding out:

- Why some people don't have drinking water
- What hospitals are like

In **Bahasa** Integration...

For this topic, Year 2 will be learning to say the names of the food we eat in the Malay language. We will be doing role plays on how to care for our family and friends when they are ill- how do can we make them feel better?

In **Music**...

Using their IPC topic of How Am I? as a stimulus the learners will continue to develop their music skills by participating in activities to build on their rhythmic awareness. Learners will learn to sing songs in unison and parts to develop their awareness of pitch. They will participate in music activities that give learners the opportunity to recognise and explore ways in which sounds can be made, changed and organised. They will listen to music to learn to aurally discriminate different sounds instruments make. Learners will also use tuned and un-tuned percussion to play simple pieces. They will begin to read and use simple musical notation.

In **Physical Education**, we'll be finding out:

- How exercise keeps our body healthy
- What activities we can do to stay fit

**More info from our specialist teachers:**

### **Term 1A: Gross Motor Skills.**

During this unit of activity learners will focus on continuing to develop their gross motor skills. These skills will be learnt, practiced and reinforced by undertaking a range of games, activities and challenges. These skills form the foundations of all sport and physical education

activities and are an essential component of physical education. Learners will be reintroduced to the concept of fitness and the effects of exercise on the body.

In addition to PE, all learners will undertake a lesson of swimming which are differentiated according to learners needs. A full range of water competencies and skills, which include stroke technique, will be learned.

Learners must ensure that they turn up to PE in the correct uniform, this includes their Nexus PE kit, a water bottle, their hair tied up and all jewellery removed including watches, necklaces, bracelets and earrings. If learners cannot participate in PE due to injury or an ongoing illness, an e-mail or letter should be sent in advance to the class teacher.

## In **Spanish...**

This term, learners will study the vocabulary of food and compare what is healthy and unhealthy food. They will also learn the vocabulary of sports and healthy lifestyle.

They will be able to speak about what they eat and drink and what sports they like to do. In addition, they will be able to understand someone talking about what type of food they like and dislike and explain why. They will look at the present tense of the verb "to like" in Spanish, which has an irregular construction. Some learners will be able to talk about these topics in more depths with connectives.

In Term 2.1, learners will look at sports or outdoor activities more specifically and focus on the two verbal forms of the verb to do /play in the present tense, which have a different form. Finally, they will focus on how to ask questions about sports.

In this IPC unit, we will be working on the following

### **Personal goals:**

#### **Respect-**

**I know how I behave can affect how other people feel.**

#### **Rigorous Learner-**

**I take care to present my work in the best way I can.**

#### **Enquiry-**

**I am able to ask questions about what I'm doing**

## In **Bahasa...**

Year 2 will be kicking off with a healthy lifestyle focus, learning about types of food and how to say them. They will be identifying a wide variety of healthy and unhealthy food subsequently learning to express their opinions. Learners will be categorising food into respective food groups and will be designing their very own healthy diet plan. Following that, we will go into the world of sports, learning about types of traditional and modern day sports around the world. They will be learning about sports related verbs by modelling and playing games. In grammar, we will be focussing on both proper and common nouns.

## In **Mandarin...**

This term, Mandarin learners will tackle two topics:

1. Healthy Life
2. Sports

Learners will be learning about ways that lead to healthy life. They will also learn the names of healthy foods and activities. They will be learning how to classify foods and activities into different categories. Later in the term, they will learn the names of different sports and classify team sports versus individual sports. Learners will learn to pronounce words and recognise main vocabulary related to the topics. They will learn the Hanyu Pinyin and Chinese characters of the words. They would be able to match sounds to print by reading aloud the target words and will learn to understand and respond to a range of familiar statements and questions on these topics. They will be engaged in many individual, pair or group activities such as Simon says, Chinese whispers, explore the Pictograph Chinese characters, show and tell, card games and online activities.

## Maths in Term 1...

Where possible we will try to incorporate maths into the IPC.

This term we will focus on the following areas:

Number & Place Value, Measures- capacity/length/weight/temperature, Addition & Subtraction (inc repeated addition linking to multiplication), Shape -2D/3D/Symmetry

We will continue to develop the children's' mathematical foundations in number and calculations, building up their bank of strategies to build number fluency. We will also be learning about measurement, with a focus on length, weight and capacity this term. In particular, we will integrate when learning about capacity, length, temperature and number this half term. Next half term, shape will link well to our topic on Flowers and Insects.

In **Literacy**, we'll be exploring the following text types:

biographies, information texts, menus, fact files, recounts, reports, instructions and persuasive texts, fictional stories.

We will be learning how to do the following this term:

- Write a recount
- Write a simple fictional story with a beginning, middle and end.
- Write an information text/poster (famous people in the history of medicine)
- Write a food diary
- Write a menu (healthy menus)
- Label diagrams (parts of plants)
- Write a scientific report
- Write instructions (how to play a game/how to plant a seed)

We will continue to develop phonic knowledge for reading and writing, following the Jolly Phonics programme and will be applying this to both single syllable and multi syllable words. We will also be focusing on writing in clear sentences, with capitals, full stops and describing words. The VCOP

## Assessment

We will continue to support your child at their own level and build on from this in every area of the curriculum.

For our summative, IPC reports this half term, we will focus on the following three learning goals:

### Science 1.03

Be able to identify ways of finding out about scientific issues.

### History 1.05

Be able to order events and objects into a sequence.

### ICT 1.05

Be able to enter, save, retrieve and revise information.

Please remember to have the learners bring back their reading books , blue communication books and spelling words daily and return the Home Learning by Thursdays at the latest.

We are really excited to be learning with your children this year in Year 2!

If you have any questions or concerns, please don't hesitate to email:  
[eaton.m@nexus.edu.my](mailto:eaton.m@nexus.edu.my) Ms Melanie

# LEARNING TARGETS

## Science

- 1.01 Know that scientific enquiry about health involves asking questions, collecting evidence through observation and measurement
- 1.02 Be able to pose simple scientific questions
- 1.03 Be able to identify ways of finding out about scientific issues
- 1.04 Be able, with help, to conduct simple investigations
- 1.05 Be able, with help, to gather information from simple texts
- 1.06 Know about the basic conditions needed for living things to survive
- 1.13 Know the names of the main external body parts of humans and animals
- 1.15 Know about the importance of exercise and healthy eating
- 1.17 Know about the senses
- 1.18 Be able to recognise similarities and differences between themselves and other people
- 1.34 Know that darkness is the absence of light

## History

- 1.01 Know stories about significant people in medical history who have lived in a variety of cultures in the past
- 1.02 Know about a range of health related events that have happened in the past
- 1.03 Be able to ask and answer questions about the past
- 1.04 Be able to use key words and phrases relating to the passing of time
- 1.06 Be able to identify differences between their own lives and those of people who have lived in the past
- 1.07 Be able to find out about aspects of the past from a range of sources of information
- 1.08 Be able to communicate their historical knowledge and understanding in a variety of ways
- 1.09 Understand that events and people's actions have causes and effects

## International

- 1.01 Know that children within the class and school have different home countries
- 1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.04 Be able to respect one another's individuality and independence
- 1.05 Be able to work with each other where appropriate

**PE**

**1.02 Be able to perform simple activities with control and coordination**

**1.03 Be able to repeat and develop simple actions**

**1.05 Be able to apply movements in sequence**

**1.07 Be able to observe, copy and develop actions performed by others**

**1.09 Be able to spend time at ease in water**

**1.10 Understand principles of safe activity**

**1.11 Understand that exercise has an effect on their body**

## English

### Speaking and listening

- 1.1 Be able to make contributions to class and group discussions
- 1.2 Be able to ask and respond to questions
- 1.3 Be able to follow the conventions of conversation
- 1.4 Be able to give consideration to the needs of the listener
- 1.5 Be able to give and respond to oral directions
- 1.6 Be able to recite and respond to familiar stories, poems and rhymes

### Writing

- 1.11 Be able to make simple plans of what they are going to write
- 1.12 Be able to use strategies to organise their writing
- 1.13 Be able to use writing to describe familiar persons, places, objects and experiences
- 1.14 Be able to use writing to convey simple ideas
- 1.15 Be able to write in both narrative and non-narrative form
- 1.16 Be able to give consideration to the needs of the reader
- 1.17 Be able to write with letters that are accurately formed and consistent in size
- 1.18 Be able to show an understanding of the elements of stories, such as main character,  
sequence of events, and openings
- 1.19 Be able to show how information can be found in non-fiction texts to answer questions  
about where, who, why and how

### Reading

- 1.7 Be able to express opinions about major events, ideas and characters in what they read
- 1.8 Be able to summarise and retell what they have read
- 1.9 Be able to read familiar passages aloud with fluency and expression
- 1.10 Be able to recognise the main features of what they read

## Maths

### Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =

### Number and Place Value

- recognise the place value of each digit in a two-digit number (tens, ones)
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

## **Addition and Subtraction**

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

## **Shape**

- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- compare and sort common 2-D and 3-D shapes and everyday objects
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces



