

**INSTITUT INTERNATIONAL DE LANCY**  
**ENGLISH SECTION**

**Outline of our work for the first half of Spring Term - Year 2**

**What will we be learning?**

|           |   |
|-----------|---|
| History   | How famous people have influenced our lives today? Florence Nightingale           |
| Geography | Where in the World? Extreme climates: deserts, rainforests and arctic environment |
| Science   | How do materials change when heated and frozen ?                                  |

**Numeracy:**

*We will be developing these skills and concepts:*

Count on and back in tens from any two digit number; recognise the place value of digits in a 2-digit number; partition numbers into tens and units.

Recognise doubles of numbers up to 10 by adding; to add near doubles ( $8+9 = 8+8+1$ ) by using know doubles;

Subtract 10 and multiples of 10 from a 2-digit number; subtract 11 and 12 from a 2-digit number; subtract 10p and 20p from amounts (up to 1 pound stg);

Measuring weight using a non-standard unit; recognise the need for a standard measure of weight; to measure weight using kilograms and grams;

Measuring capacity using a non-standard unit; recognise the need for standard measure of capacity; to measure capacity using litres; to compare capacity using different containers.

Recognition and naming of 2-d shapes; to begin to name pentagons, hexagons, octagons, heptagons; sort 2-d shapes based on numbers of sides and corners.

*How you can help at home and during the holidays:*

At regular intervals spend a few minutes asking your child to add/subtract 10 from a 2-digit number; to give number bonds of any given number up to 20.

Spot 2D shapes in an everyday context – describe them (curved/straight edges; number of edges/corners)

Look at the weight of various food stuffs on packets and tins. Let your child weigh amounts when you are cooking.

**Language and Literacy:**

*We will be developing these skills and concepts:*

**Fiction:** Discussing story settings: where events took place and when. Locate key words and phrases in a text relating to setting; compare different settings; consider how settings influence events and behaviour; use a familiar setting for a different story; use adjectives to make the description of the setting more interesting.

Identifying and describing characters: write character profiles, e.g. simple descriptions in the form of posters using key words and phrases that describe or are spoken by characters in a text.

Writing and recognising rhythm and rhyme in poetry and understanding how to read a poem with expression;

**Non-Fiction:** Using dictionaries or glossaries to locate words by initial letter; use dictionaries to find word definitions and antonyms; read flow charts and cyclical diagrams that explain a process; use alphabetically ordered texts to discuss how they are used.

**Spelling patterns:** “ur, ir, er”; “oa, ow and o-e”; “i-e, igh, y”

Antonyms with “un & dis” (e.g: unhappy, dislike); compound words (e.g: toothbrush); syllables in words (check by clapping).

*How you can help at home and during the holidays:*

Make the most of books your child brings home from school. Read them, or parts of them yourself and talk about them with your child. Check your child is really following what they’re reading by asking them to tell you the story in their own words – Who’s it about? What are the characters like? Where is the story set? What happens? Ask them to predict what will happen next or to explain why something happened.

While reading, ask them to look for words containing the spelling patterns for this term. Make lists of words with the same spelling pattern. Encourage them to use a dictionary both to check spelling and broaden their vocabulary by reading the definition.

Help with syllables by clapping along together or counting out the different chunks of the word (for example, three for tram-po-line, four for all-i-ga-tor).

Encourage them to read poetry with expression and to recognise the musical nature of the rhythm in poetry. Play rhyming games while travelling – e.g. how many words can you find to rhyme with “pine”

**Science:**

*We will be covering this topic:* Changing Materials. We will discuss the difference between natural materials and the manufactured product, and learn about the processes used to transform materials. The children will be asked to predict whether changes are reversible or irreversible and we will be carrying out experiments in class to observe changes (when food and ice (balloons) are heated)

*We will be developing these skills and concepts:*

How to carry out a fair test? Making predictions from prior knowledge and drawing conclusions from our observations.

*How you can help at home and during the holidays:*

Discuss the origins of different materials (wool, wood, plastic, metal, glass) and ask the children whether they remember the various processes we have discussed in class. When carrying out supervised cooking with the children ask them to describe the process of change they observe.

**History:**

*We will be covering this topic:*

The Life and Times of Florence Nightingale - How famous people have influenced our lives today?

*How you can help at home and during the holidays:*

Talk with your child about the sort of things you did when you were their age. What's different, and what's the same? If you keep photo albums, look through them with your child. Looking at the earlier pictures, can your child spot any differences between now and then? Are the clothes different compared to now? What about types of car, kitchens or gardens?

Encourage your children to find out about the past by talking to people, (grandparents and other relatives) reading books, looking at photographs, handling objects, using computer sources or by visiting museums and historical sites

**Geography:**

*We will be covering this topic:*

Where in the World? climates: deserts, rainforests and arctic environment

Where can such environments be found on the world map. The children will be learning on which continents deserts and rainforests can be found, and what are the attributes of these habitats. They will also learn how animals, plants and humans adapt to living in such extreme environments.

*We will be developing these skills and concepts:*

The children will be asked to prepare a project on deserts, rainforests and the Arctic and present these to the class. The research will be collated from literary texts, internet sources and general knowledge for use in our class display.

*How you can help at home and during the holidays:*

When the children are researching for their project, help them find an information site or texts that are appropriate to their age group. Projects should consist of maps and/or pictures which are labelled, with a short description in the child's own words.