

**What will we be learning?**

History	Seaside Holidays in the Past	Castles
Geography	At the Seaside	
Science	Plants and Animals	

**Numeracy:**

We will be developing these skills and concepts:

Group large number of objects (in tens and fives); estimate number of objects; recognize odd & even numbers; Order sets of 2 & 3 digit numbers; recognise 'one more' or 'one less' than a three –digit number.

Add three 1 digit numbers – look for tens or put the largest number first.

Recognise pairs to 20; totals to make 20p; find change for 20p;

Recognise tens additions pairs to make 100; round a 2 digit number to the nearest ten.

Count on in hundreds from 0 to 900 and back.

Double all numbers to 15; double multiples of 5 to 50. Introduce halving as the inverse of doubling.

Consolidate the concept of multiplication and to know that (3x5 = 5x3)

Consolidate division as grouping and recognise the relationship between division and multiplication i.e. (3 x 5 = 15) and (15 divided by 3 = 5). To understand the concept of remainder.

Measure capacity using standard and non-standard units;

Recognise the relationship between seconds, minutes and hours; order the months of the year and the corresponding seasons.

Recognise a right-angle; make a right angle measure; consolidate fractions from last term: ½, ¼ and 1/3.

Recognise lines of symmetry, create symmetrical shapes.

How you can help at home and during the holidays:

Continue to count regularly in 2's, 5's and 10's (reciting times tables);

Keep revising number bonds to 10 (6+4) and 20 (17+3) to build confidence and mathematical 'fluency'.

Say an addition sum to your child (12+8 = 20) and ask them to give you a subtraction sum using the same numbers (20 – 8 = 12)

The children have worked with British coins regularly in the course of the year. Provide them with simple money calculations, i.e. What is the total cost of a lollipop costing 50p and ice-cream costing 45p (95p).

Addition of two digit numbers using partitioning (adding 22 + 52) by adding the units first then the tens:

2+2 = 4 units, 20+50=70 giving a total of 74.

Point out right angles and lines of symmetry around the house: walls, furniture, stairs, etc

Capacity: discuss capacity of different sized bottles (1litre, 50cl, 33cl);

Keep telling the time to the hour, half hour and quarter hour. How many seconds in a minute, minutes in an hour, days in a week, etc. When is their birthday? Which month comes before/after that?

**Language and Literacy:**

We will be developing these skills and concepts:

**Fiction:** How to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences, etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect.

**Non-Fiction:** Further use of dictionaries or glossaries. How to find information in a text using sub-headings and key words. Non-chronological Report writing.

**Grammar:** Use correct forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration;

Spelling patterns: to discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing

How you can help at home and during the holidays:

Ask your child to read to you regularly. The value of this precious time when children read to parents and vice versa is often underestimated. If your child does this well, read their favourite story/poem to them as a treat.

Ask your child questions to check their understanding.

Revise the work covered in the Nelson Developing Fiction Skills (Spelling and Writing Sentences) over the course of the holidays.

**Science:**

We will be covering this topics: *Plants and Animals.*

Understand the differences between plants and animals; recognise those in the local environment. Know that animals reproduce and change. Know that there is a difference between animals' habitats and why some animals are suited to their habitat.

Know that flowering plants produce seeds that are contained in the fruit and that these in turn grow into new plants.

How you can help at home and during the holidays:

Plant some seeds in the garden or in a planter and note the progress. Ask relevant questions: What do plants and animals need to survive?

Discuss in simple terms, the differences between mammals and other animal groups such as insects and reptiles.

**History:**

We will be covering this topic up to the Ascension holidays: *Seaside Holidays in the Past.*

This National Curriculum topic is quite difficult to teach in the context of Switzerland, a land-locked country. Pupils in British schools can often provide feedback from parents, grandparents and other elderly relatives relating directly to the topic. This is not always the case here, where pupils are from such a broad range of cultural backgrounds. Also, a class visit to Blackpool, Skegness or Brighton where the children can get a feel for the grand old British tourist spots is not feasible. Among other things, your child will learn that people used to dress much more conservatively, and had less, if any paid holidays, than today. We will talk about modern transport compared to those in the olden days and how privileged children today are to be able to travel so widely.

How you can help at home and during the holidays:

Discuss holidays in general and talk about the fact that 50 years ago and more, people did not travel as much as they do today. Consequently there was less understanding of different cultures and lifestyles. Comments from elderly relatives about how they spent their holidays (if they had any!) are welcome.

After the Ascension holidays we will be discussing: Castles in the Middle Ages:

As a sequel to the above subject, and in an attempt to give the children more "hands on" experience of history, we will learn about life in castles.

How you can help at home and during the holidays:

Year 2 will visit Chillon Castle in Montreux in June. The banqueting hall, armoury and sanitary facilities will give the children a good feel for what life in a castle was like! There are many castles from different periods of history to visit in the Geneva area and nearby, and discover more about what life was like in castles. If you are able to visit other castles, brochures for display are welcome. This would also provide a great opportunity for pupils to discuss their experiences at Show and Tell.

**Geography:**

We will be discussing this topic: *Going to the Seaside*

We will learn where the seaside is in relation to our locality; compare the landscape, flora and fauna in seaside regions in comparison to our locality; use various resources to find out about different seaside places around the world; give reasons for the popularity of such places.

How you can help at home and during the holidays:

If you visit a seaside resort discuss the differences between Geneva and your holiday destination. Collect different postcards, (which could be posted to the school for display).

Ask your child what they particularly like about this place. Demonstrate where it is located on a world map (in which continent).

Look at travel brochures and ask your child for describing words for these locations.