



Egypt British International School

Teaching & Learning Stuff

What Have We Been Learning in Year 2 – Newsletter # 4 (March & April)



Fiction: Traditional Tales – Fable

Non-Fiction: Explanation Texts



Explanation Texts

We delved into traditional tales' stories and children were introduced to the term "Fables", which they found very interesting. They explored the main features of a Fable, understanding that it must be a short story, as well as having animals as its main characters and most importantly that it has to have a 'Moral' – a learnt lesson, such as 'Slow and steady wins the day'. We started with the story of 'The Frog and the Scorpion' learning that a 'Leopard cannot change its spots', meaning that if something is in our nature, we'll never be able to change it as this is how we are made. Moving on, we explored the very famous 'Rabbit and the Hare' where children learnt how to be resilient and never give up on a goal or challenge given to them. Moreover, we looked at 'The Ant and the Grasshopper' learning a very important Moral, 'Don't put until tomorrow what you can do today'. Reviewing these three fables, children were then taught not only, to roleplay a dialogue between two animals but to also write it using appropriate sentence punctuation: speech marks or inverted commas. Following that the children were then asked to plan and select one of the three fables and to create their own version to reflect on one of the three Morals taught. Year 2 Teachers witnessed a variety of mesmerising stories, which blew our minds away!

As for Grammar this term, children were introduced to subordinating and co-ordinating conjunctions in sentences, as well as Possessive Apostrophes.

Last but not least, Children were introduced to 'Explanation Texts', learning its main features (headings, subheadings, captions, labels, technical vocabulary, and present tense). They highlighted these non-fiction features on two different texts: How do bees make honey and How to recycle Glass Bottles. Additionally, they researched information about the different growth stages of a Frog, then planned and created their own explanation text about the Life Cycle of a Frog. Finally, they were taught What a Glossary was and how to alphabetically order words by looking at the first, second or even third letter. They strengthened their knowledge by learning how to use a dictionary to find the meanings of words and then made their own Glossary to match their Explanation texts.



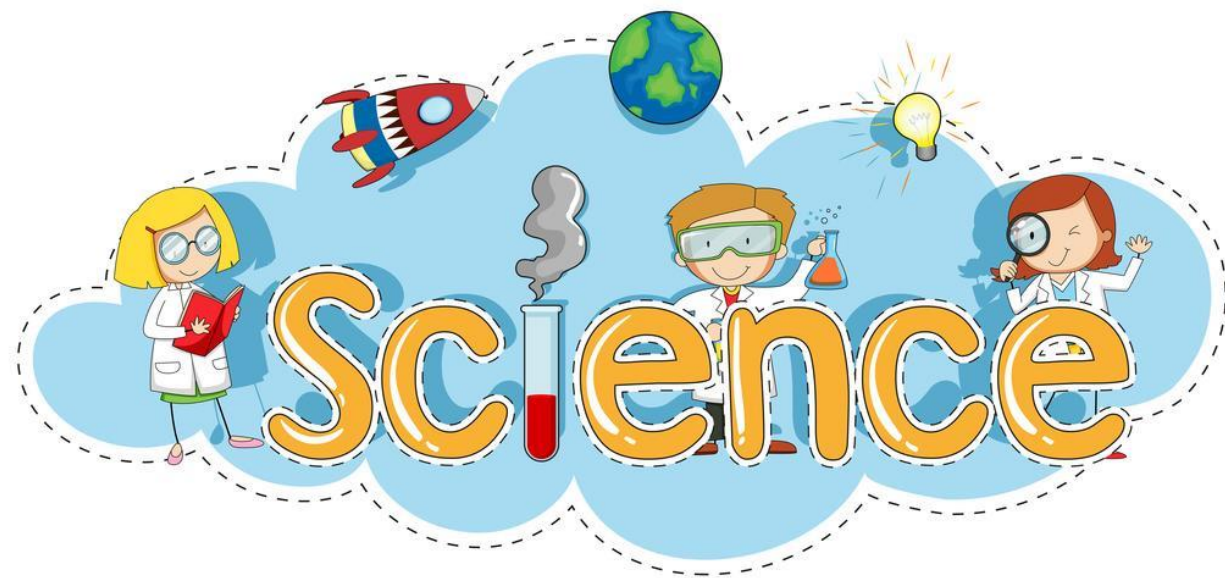
We started off our Math curriculum this term by recapping what place value is and how to place numbers on the number line. By doing so, students were able to determine which multiple of tens a number comes in between. Then, we extended their understanding by rounding numbers to the nearest tens.

We again revisited addition and subtraction concepts and introduced a new technique by finding the difference between two numbers using the frog method by counting on. Furthermore, students were introduced on finding change from 20 pounds by using their knowledge of bonds of 10 and 20.

Students were then introduced to recognise and identify properties of 3D shapes (including faces and vertices) and sort them accordingly. Additionally, we practised on how to tell the time to the nearest quarter on analogue and digital clocks.

Lastly, students were introduced to understand fractions and write mixed numbers. They were able to recognise $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s, and $\frac{2}{3}$ s of shapes. Furthermore they learnt to place $\frac{1}{2}$ s on a number line and count in $\frac{1}{2}$ s and $\frac{1}{4}$ s.

Teaching & Learning Stuff



Living Things and their Habitats

This half term in Science, we have been going on a journey to different habitats. We started by introducing the difference between living and non-living things and identifying things around us that are living and non-living. Additionally, students were very interested when they discovered that there are things around us that we consider non-living but they were actually once ALIVE! Students excitedly found out about different habitats and their settings. They inquired on why specific animals belong to each habitat and that animals and plants are created in a way to precisely adapt to their own habitat. They also acknowledged that habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other. Students learned some animal features that help them adapt in their habitat where we stressed on the term 'ADAPTATION'. They expressed why camels cannot live in the arctic and why polar bears cannot live in the desert to reflect their understandings. Furthermore, Rainbow the chameleon taught the children what camouflage is. In fact they watched interesting videos of animals camouflaging themselves to blend into their environment. Children learned that animals camouflage to hide from their predators or to be able to sneak up on their prey without being seen. Furthermore, they learned that one of the ways living things depend on each other to stay alive is presented through a food chain where it shows how each animal gets its food. They were introduced to new vocabulary words such as herbivores, carnivores, omnivores, producer and consumer.

We are Britain

This past term our Year 2 children learned all about life in the United Kingdom from when it was first known as Great Britain all the way to the UK today and what it is like being a true Brit. First, our children learned all about the difference between the four countries that make up the UK; England, Scotland, Wales and Northern Ireland as well as their capital cities; London, Edinburgh, Cardiff and Belfast. They differentiated between each country by comparing their land size, landscape, population, official languages and popular landmarks. Additionally, The children explored interesting facts about each country and their capital cities, for example, the royal family resides in London, England, Scotland has over 300 railway stations, there are more castles in Wales than anywhere else in the UK and that Northern Ireland does not have it's own flag whereas the other three countries do. Moreover, the children explored what the United Kingdom looks like from space through satellite images as well as on a globe. Children were also introduced to atlases and recognized different symbols and qualities atlases and maps provide, like a key for identifying different colours on a map. Children took part in map making and accurately labelled all the countries, capital cities and the bodies of water surrounding the UK. Finally, our year 2 children took a look at what it was like being from the UK today. They examined what common foods, popular activities, the education system and different religions that all explain what life is like living in the United Kingdom.



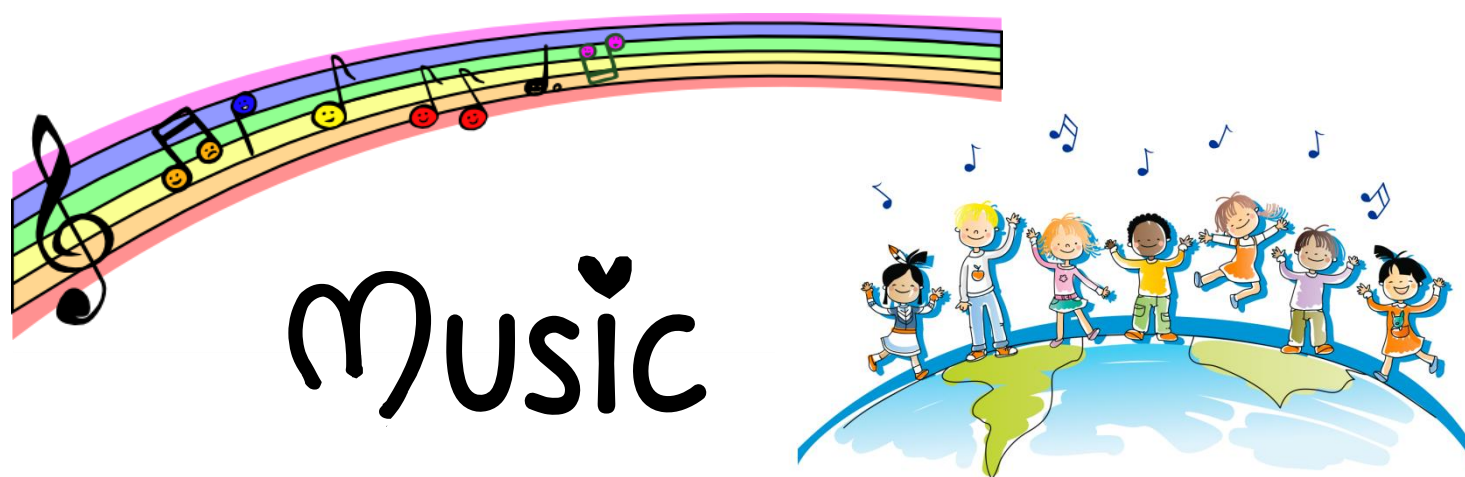
Social Emotional Aspects of Learning:

Theme: Relationships

In this theme we looked at some of the feelings that are associated with close relationships, particularly in the family and with friends.

We explored how to develop the skills of attentive listening. We also discussed how to help someone by listening to their feelings.

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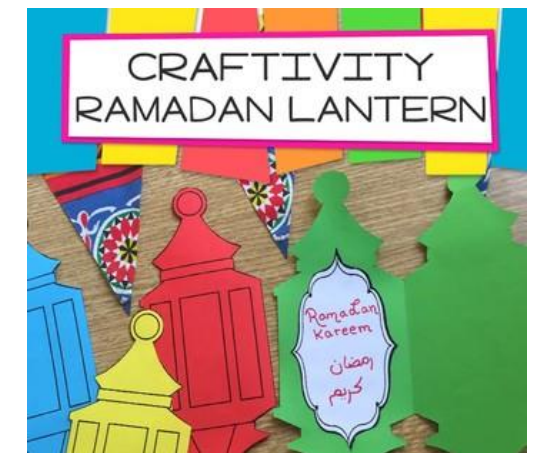


Music

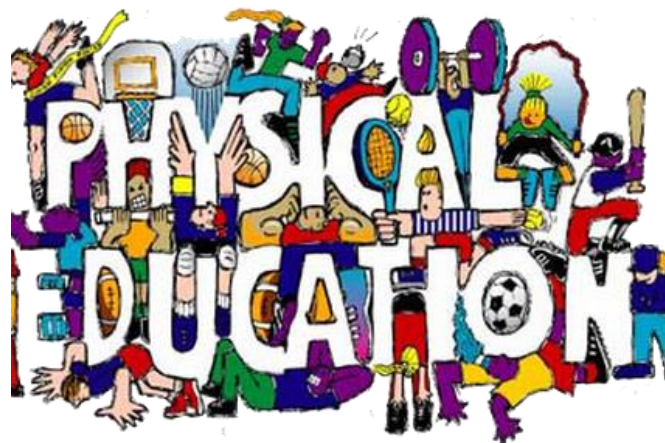
This half term, the children learnt all about the value and power of music in its different forms. In addition to continuing to learn about dynamics with reference to loud and soft sounds from last term. They excitedly also listened and identified both single notes and a series of notes. Moreover, children really enjoyed singing to pictogram icons, it was definitely a joyful experience!



Art



This midterm was full of festive events, the children got to create a heart bouquet for Mother's Day, a 3D Ramadan lantern to celebrate the holy month and last but not least an egg basket for Easter. Additionally, the children also drew and painted a Poppy flower and other 3D flowers.



This term, the children were so excited to learn all about Basketball! They learnt the basic basketball game rules as well as learning how to dribble the ball and various ways how to pass it, such as a chest pass, a bounce pass or an overhead pass. The children also learnt the correct techniques of how to catch a basketball.

Computer Science



This term the children continued their learning journey with 'Scratch'. Scratch is a program, the world's largest coding community for children which has a coding language with a simple visual interface that allows young people to create digital stories, games, and animations. The program continues to promote the children's computational thinking, problem solving skills and creative learning. Scratch also helped the children to self-express themselves and collaborate to create their own digital graphics!