



**INTERNATIONAL STREAM - PRIMARY
TSEUNG KWAN O CAMPUS**

MILEPOST ONE 2018 - 2019



PARENT HANDBOOK



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WELCOME FROM THE HEAD OF PRIMARY

Welcome to the French International School Primary and welcome to Milepost One. This information is intended to help you and your child settle easily into the school year. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally and socially. I hope you will find this booklet informative and we look forward to welcoming your child. If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Mr Ross Armitage
Head of Primary



MISSION OF OUR SCHOOL

To provide, together with families a nurturing, culturally diverse community that inspires our young people to realise their true potential and be confident, independent learners as well as responsible global citizens with moral values and integrity.

IEYC /IPC PERSONAL GOALS

IEYC/IPC curriculum was chosen to help deliver our school mission. Personal goals are at the centre of all we do. They are the forerunner to the I PROMISE goals at FIS Secondary.

- 1) Adaptability
- 2) Communication
- 3) Cooperation
- 4) Enquiry
- 5) Morality
- 6) Resilience
- 7) Respect
- 8) Thoughtfulness
- 9) International Mindedness

PROMOTING POSITIVE BEHAVIOUR

Right from the start, the children are encouraged to have a sense of belonging and respect for the school and community. Our code of conduct will help all those involved in school life work together for the benefit of all. We believe it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community and this is reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others.

The code of conduct is displayed in all classrooms and we spend time talking to the children about each aspect. It is also reflected through our curriculum and assemblies. The school rewards good behaviour because we believe that this will develop an ethos of kindness and cooperation. All our efforts promote good behaviour, rather than focus on poor behaviour.

IMPORTANT STAFF FOR MILEPOST ONE AT TKO

TKO SCHOOL SECRETARY	Sandy Chao
INTERNATIONAL STREAM SECRETARY	Marina Chong
TKO COORDINATOR	Melissa Payne
HEAD of PRIMARY	Ross Armitage
CAMPUS DIRECTOR	François-Guillaume Ducasse

YEAR ONE

VILLA LEADER	Charlotte Blervaque	
INTERNATIONAL CLASS TEACHERS	Jennifer Bussiere	Judy Hon
FRENCH CLASS TEACHERS	Charlotte Blervaque	Valerie Lagarde

YEAR TWO

VILLA LEADER	Joanne Elsdon		
INTERNATIONAL CLASS TEACHERS	Joanne Elsdon	Natalie Opsvig	
FRENCH CLASS TEACHERS	Nathalie Mottet	Anoury Houang	Maeva Laybye

SPECIALISTS		
ICT	Paula Chian	
LIBRARIAN	Florence Bougeard	
MUSIC	Ronald Wan	
MANDARIN	Waiyin Suen	
P.E.	Jamie Pincott	
SWIMMING	Matthew Mytton	Nathan Dewar

FLE TEAM	
Nathalie Maitre (Coordinator)	Anee-France Gerard
Virginie Enk-Chanclud	

SUPPORT STAFF	
Health Assistants	EL FOUKI Asmaâ T: 36187219 & ANTH Alexis T: 36187239
IT Support	Christian Palmis, Cyril Ng

THE SCHOOL DAY

Milepost One is an important step on your child's educational journey as it marks the first years within the IPC and the UK National Curriculum. Throughout the year we will be encouraging your child to become independent, responsible and organised individuals.

Both the Y1/GS Villa and the Y2/CP Villa are self contained spaces consisting of five classrooms, an agora (shared space) and a language room. They house two International Stream classrooms and three French Stream classrooms. The Y1/GS classes will share an outdoor playground with the RC/MS classes on the ground floor. The Y2/CP classes will use the main playground alongside the rest of the Primary school.

Tseung Kwan O Campus	
07:45	Main gates open - children are dropped at the gate
08:00	Children are collected by their class teacher and taken to class
08:00-09:30	Teaching sessions See individual class timetables for specific lessons
09:30-09:45	Morning Break
09.45-11:15	Teaching sessions See individual class timetables for specific lessons
11:15-12:15	Lunch Time
12:15-13:15	Teaching sessions See individual class timetables for specific lessons
13:15-13:30	Afternoon Break
13:30-14:15	Teaching sessions See individual class timetables for specific lessons
14:15	Dismissal *Please be prompt when collecting children

SCHOOL UNIFORM

Children need to wear the FIS school uniform each day. On a day when your child has P.E. they need to wear their P.E. kit and normal school uniform is excused. You will be informed by your class teacher the days your child has P.E. On a swimming day children are required to come to school in their school uniform and bring their swimming kit to school in a separate bag. They will then change into their swimwear at the allocated time. The teacher will notify parents about what to bring on a swimming day.

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No makeup or nail varnish should be worn. Long hair should always be tied back neatly with a simple bobble, scrunchy or alice band in school colours. Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Please ensure that all uniform is named to enable lost items to be identified.

ATTENDANCE

We expect every child to be punctual and to attend school every day. If your child is unable to attend school, please telephone or email before 09.00 am on the day of the absence. If you Please provide a

note or medical certificate if your child is absent from school. arrive late, please escort your child to the Vie Scolaire where he or she will be signed in.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress.

All children are expected to maintain an attendance rate of at least 90% as this is the international average for children of primary school age. As a school we aim to be above average.

PICK UP/ DROP OFF

All children who are dropped off directly at school must use the main pedestrian entrance. Parents and guardians can drop children off at the main gate and staff members will be there to supervise and escort children to the playground. Collection from school is also located at this point and parents/guardians are asked to wait here for the children to be brought to you.

Sometimes your child may be a little bit shy/nervous separating in the morning. Please do not worry; this is natural for children of this age and something they get used to very quickly. Therefore, should your child cry, it is easier for you to drop them with one of our early years team and leave straight away without waiting around, adding to anxiety. Normally, children forget about their anxieties within 10 minutes. The class teacher will contact the parent should there be any problems.

BUSES

Children are dropped off and picked up within school grounds. If your child is absent or is not taking the bus home, an email must be sent to the bus company, class teacher and the TKO Vie Scolaire by midday. Please note that the bus company is operated by a third party and should you opt for the school bus, the contract is between the family and the bus company. Bus info [here](#)

SNACK

Snacks in Year One are provided for by the school and consist of a small, healthy item of food such as fruit or bread and cheese. We do not recommend children bringing extra snack unless of allergies. Water bottles should be brought to school daily and be clearly labelled.

Snacks in Year Two should be brought to school daily along with water bottles which are clearly labelled. We have a no nuts and no sweets policy on all our campuses, please bring healthy food.

LUNCH

Children have the option of having a canteen lunch or a home packed lunch each day. If your child chooses to have a canteen lunch, a monthly menu will be available. For home packed lunches, please remember FIS is a nut free school. The school nurse will be issuing a form for you to fill in should your child have any allergies. Please also inform your class teacher. Canteen info [here](#)

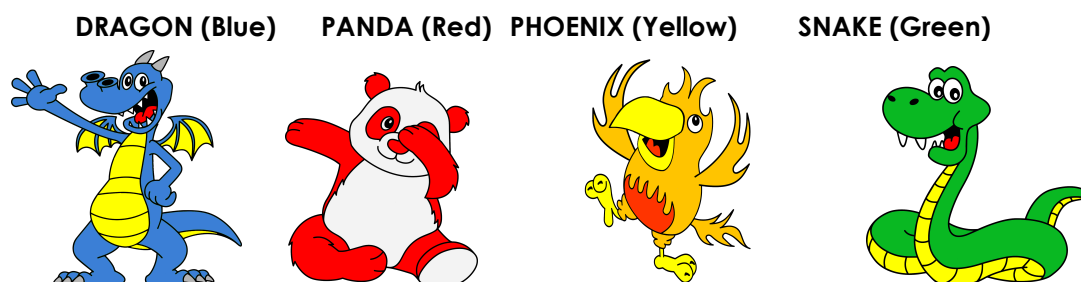
ECAs

Children will have an opportunity to participate in after school extra-curricular activities. These activities are held on Tuesday, Thursday and Friday. The registration process is done through the Parent Portal. Website info [here](#)

HOUSE TEAMS

During the first few weeks of school your child will be assigned to a 'house' which they will remain in for the duration of their school life at the French International School. This introduction to teams supports children in having a sense of identity that connects them to the wider school community, outside that of their own classroom.

Our four houses are:



OUTINGS & VISITS

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming year, your child will have many opportunities to participate in these types of activities to help us extend the curriculum. The nature of these outings, consent for attendance, costs and dates will be sent via the Parent Portal.

Please note that from September 2018 the majority of outings will be covered by school fees. A parental consent form covering all outings over the year will be sent via the Parent Portal. The only trips which will incur a separate cost are school camps and additional parental approval will be sought for these too.

HELPING IN CLASS

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

WHAT TO DO IF THINGS GO WRONG

We want to do our very best to educate and care for your child properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning. If you then wish to discuss the matter with the Milepost Leader, Deputy Heads or Head of Primary, then please contact the school office to make an appointment to see them.

We will agree with you a course of action and aim to solve your concern to your complete satisfaction as quickly as possible.

COMMUNICATION

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. Each half term your child will bring home a copy of their personal learning goals which they have identified in consultation with their teacher and which they wish to achieve that half term. A written report based upon observations of your child's progress is sent home at the start of the Spring term and at the end of the Summer term.

In general, the school will keep you well informed through our home learning sheets, newsletters, information sessions, year group Blogs and the FIS [Facebook page](#) and [website](#).

PARENT PORTAL

The school's [Parent Portal](#), Engage, contains information about schooling (trips, events, invoices), communication, Parent Representative lists, meeting minutes, etc. Take a look at the user guide [here](#).

USE OF PHOTOGRAPHS

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication on the school website

The first time you login to the school's Parent Portal, [Engage](#), every year we ask that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

E- SAFETY

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specialises in provision for schools. This provides a very effective barrier from children accessing inappropriate material, unregulated chat, non-educational games etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways appropriate to their age and understanding.

THE CURRICULUM IN MILEPOST ONE

This guide is to help you understand what will be taught during this school year. It is intended to provide an outline of typical content and some background information about how the curriculum and assessment works in order for you to support your child in making the most of their education.

In Milepost One, children follow the International Primary Curriculum which is underpinned by the outcomes of the British National Curriculum.

Milepost One children are taught phonics using Letters and Sounds and Phonics Bug, literacy using Wordsmith, mathematics using Abacus, and letter formation and handwriting using Nelson Handwriting.

FRENCH LEARNING

As the French International School, we pride ourselves on offering a rigorous and extensive French programme to compliment classroom learning and provide children with the opportunity to learn an additional language. Every year group is taught by native French speaking teachers for four sessions per week, totalling three hours of French language learning. In addition to this, the French team are allocated to co-teach alongside the classroom teacher for three hours per week as part of the IEYC/IPC, giving the children extensive opportunities to use their language learning in a natural environment.

THE INTERNATIONAL PRIMARY CURRICULUM (IPC)

The IPC is a themed curriculum that teaches in units focused on different areas of enquiry. The IPC provides coverage for:

- Science
- Geography
- History
- Technology
- Art
- International
- Society
- ICT

This curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum listed above. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- 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. New units are explored each half term and children are given opportunities to share their learning with parents and other members of the school community. During each new IPC topic you will be sent information detailing the unit and how you can get involved at home.

SPECIALIST TEACHERS

Class teachers are responsible for teaching all subjects to the children, including mathematics, literacy and the IEYC however at FIS we are lucky to have specialist teachers for the following subjects:

- P.E.
- ICT
- Music
- Mandarin

Milepost One children also have the opportunity to visit the library every week and choose two books to bring home to read with parents and guardians which can be returned the following week. During the library session, children will also listen to a story read to them by the librarian. The class teacher will notify parents of the day of the library session at the start of the year and it will also be available on the class timetable. All children should bring to school their library zip bag on this day and no additional books can be borrowed until the previous book has been returned.

HOME LEARNING

Home learning in Milepost One is assigned weekly and consists of maths, English, IPC and French learning that you can support your child with as a way of extending learning from the classroom. A Home Learning letter is sent to parents every Friday via gmail, to outline what is expected. From time to time teachers will also send home additional interactive materials for your child to engage with and practise at home.

Home Learning is expected to be returned when necessary by the date allocated on the sheet and as a school we encourage that your child begin to develop responsible habits for their home learning.

READING RECORD

Milepost One is key for children as they develop their phonics knowledge and learn to apply it to their reading and writing. It is essential that your child is able to develop positive reading habits at home in order to support this big step in their learning.

A reading record is sent home daily and new books are allocated throughout the week for your child to share with you at home. These may be allocated digitally or by hard copy. Please ensure at least 10-15 minutes of reading takes place at home every day and record your comments in the reading record. Teachers will check this record daily and if the reading record is not completed, children will not be issued with new books.

Information will be provided at the beginning of the school year to support provide additional support for reading habits at home.

ONLINE LEARNING PLATFORM

Throughout Primary we use the [Active Learn platform](#) Abacus for Maths and Wordsmith for English. We also have Bug Club, Bug Club Phonics and Grammar club.

Your child will receive login codes to the Active Learning platform. At home learning may be assigned through this platform in the form of e-readers and games to help support consolidation of learning at school. Details of required material to complete will be outlined in the Home Learning letter.

ASSESSMENT

Each term your child will write an unaided piece of writing which is assessed by their teacher for progress and target setting. Your child will also complete the Abacus assessment papers based on the previous 6 weeks of math teaching. This will be stored in their blue portfolio which will follow them through the school.

In addition to ongoing teacher assessments in IPC your child will take NGRT and PTM online assessments depending on the year group. These are used to track progress each year.

CURRICULUM OVERVIEW -YEAR ONE

TERM 1

Subject	Term 1.1	Term 1.2
English	Fiction Unit: Guess What? Stories with familiar settings Predicting what happens next, composing sentences orally. Writing simple captions, leaving spaces between words. Poetry Unit: Sensational Senses	Non-fiction Unit: Why do Elephants Have Big Ears? Instructional Text Features of non-fiction texts/books, writing fact files, instructions, labels, lists & signs. Live Unit: Poetry Star! Grammar -Introducing Sentences -Introducing Punctuation -Proper Names and the Personal Pronoun 'I' -Sentence Structure
Maths	Number and Place Value: Counting forwards and backwards to 20; Counting items in a set up to 20; Matching how many objects to written and spoken numeral; Conservation of number; Subitize numbers to 10; One more / one less Backwards from 30 Mental Addition and Subtraction: Intro to addition and subtraction, number pairs of 4 and 5 using dice, fingers, manipulatives, numerical fluency games; Introduce addition and subtraction sentences, begin to recognise that adding and subtracting are inverse operations Geometry (Shape, Position & Direction): 2D shapes; Identify circles, triangles, rectangles, squares; Use math vocabulary to describe 2D shapes; language of position: "in, on, over, under, beside, left, right" Measurement: Name and sequence days of the week; understand how many days have passed (up to 3 days), Name and begin to sequence months of the year, Name key festivals / holidays and the months they occur in, Name the month their birthdays occur in	Number and Place value: Estimate and count up to 30 objects; Read and Write numbers 0-20; Understand and then make teen numbers (10 and some 1s) Compare and order numbers to 20, then 30; Find the number between two numbers with a difference of 2; Understand and use ordinal numbers Mental addition and subtraction: Identify a number 1 more / 1 less up to 20. Find pairs that make 10; subitize fingers to 10; Find 1 and 2 more / less. Find pairs which make 7. Problem solving, reasoning and algebra; Match pairs to 5, 6 and 10 to number sentences; Find missing numbers in number sentences, use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems Mental multiplication and division: Double numbers 1 to 5. Geometry (Shape, Position, Direction, Stats): Recognise, name and describe simple 2D shapes; recognise basic line symmetry; describe position and direction using common words; compare lengths and heights; estimate, compare and measure lengths using non-standard and standard units. Sort 2D shapes according to their properties, using Venn and Carroll diagrams
IPC Unit	This is Me! Look & Listen	The Circus is coming to Town
P.E	Games- manipulative skills Travelling and running and chasing games	Gymnastics (IPC)
Music	Pay attention to pitch accuracy when singing; and learn to sing song with wider pitch-range	Focus on strong/weak beats in music making; music for festivities
ICT	• iPad Parts • Basic icons • iPad Apps • Google Drive • Web Activities: text, images, sound/ IPC topic • Paint Activities: use appropriate tools/ painting exercises/ IPC topic	• iPad Apps • Google Drive • Paint Activities: use appropriate tools/ painting exercises/ IPC topic • Publishing Activities: sentence typing/ formatting/ inserting images/ IPC topic
French *IPC Vocabulary development across the year	Salutations Se présenter Famille Emotions Parties du corps Maison	Animaux Verbes d'action La famille
Mandarin	• Greetings + About Me • IPC Unit " This is Me"	Butterfly Readers • 蝴蝶在哪儿 (Where's the butterfly) • 蝴蝶飞了 (Butterfly flew away)

TERM 2

Subject	Term 2.1	Term 2.2
English	Non-fiction Unit: Who Lives Here? Information Texts Sequence recall, composing factual sentences using topic appropriate language, report writing. Grammar -Proper names and the personal pronoun 'I' -Singular and plural -Introducing Question Marks -Sequencing Sentences and Using 'And'	Fiction Unit: Fantastic Voyages Fantasy Stories Comparing texts, character and event recount. Creating own ideas for writing by changing elements of the story. Word Detectives Grammar -Introducing exclamation marks -Adding endings -Sequencing Sentences and Using 'And'
Maths	Mental Addition and Subtraction: Revise bonds to 5, 6 and 10; use known addition facts for 5 and 6 to solve subtractions; Use addition facts to 10 to solve subtractions; Use concrete objects and number facts for 5, 6 and 10 to solve word problems; Add 1, 2 and 3 by counting on; Subtract 1, 2, 3 or more by counting back; Add or subtract 1, 2 and 3 by counting on or back; Begin to add three small numbers by spotting 10 or doubles. Geometry (Position and Direction): Describe position and direction using common words; describe position, direction and movement including half turns. Measurement: Compare lengths and heights using direct comparison; Estimate, compare and measure lengths using uniform non-standard units and begin to use standard units; Measure length using uniform (non-standard and standard) units; Understand the need for uniform units; Recognise coins and know values; Recognise and know value of coins, begin to make amounts in pence; Number and Place Value: Compare and order numbers to 20	Mental Addition and Subtraction: Revise pairs to 5, 6, 7, 10 and doubles to double 6 use number facts to solve simple addition and subtraction word problems; Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number Problem solving, reasoning and algebra: derive subtraction facts; understand a symbol being used for an unknown. Mental multiplication and division: Find pairs of numbers with a total of 8; Recognise multiples of 5s and 10s grouping using 5s and 10s knowledge. Geometry (Shape, Position, Direction, Stats); Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere. Measurement: Begin to recognise units of time (minutes, hours, days, week, months) Statistics; Sorting objects into a Venn diagram
IPC Unit	I'm Alive	Hooray...Let's go on Holiday!
P.E	Applying rules in games (IPC)	Sports Day Practices
Music	Play percussion instruments with focus on rhythmic accuracy	Form a marching band (percussion ensemble with songs)
ICT	● iPad Apps ● Google Drive ● Web Activities: reinforce mouse skills/ IPC topic ● Paint Activities: use appropriate tools/ painting exercises/ IPC topic ● Publishing Activities: sentence typing/ formatting/ inserting images/ IPC topic	● iPad Apps ● Google Drive ● Web Activities: reinforce mouse skills/ IPC topic ● Paint Activities: use appropriate tools/ painting exercises/ IPC topic ● Publishing Activities: sentence typing/ formatting/ inserting images/ IPC topic
French *IPC Vocabulary development across the year	Nourriture Parties du corps (chez l'humain et les animaux)	Transports Pays Vêtements Météo
Mandarin	Butterfly Readers ● 捉蝴蝶 (Catching Butterfly) ● CNY	Frog Reader ● 小青蛙在哪儿 (Where's the frog) ● 青蛙的好朋友 (Frog's good friend)

TERM 3

Subject	Term 3.1	Term 3.2
English	Fiction Unit: Once Upon a Time Fairy Stories and Traditional Tales Writing a story from memory. Re-telling the story, creating characters and ideas for writing. Composing questions. Poetry Unit: Sensational Senses Grammar -Sentence Structure -Sentence Punctuation -The purpose of punctuation -Using the prefix 'un'	Non-fiction Unit: Top Jobs Instructional Text Writing fact files, planning and writing instruction text using appropriate punctuation. Poetry Unit: Growing Up Grammar -Sentence Structure -The purpose of punctuation -Using the prefix 'un'
Maths	Number and Place Value: Recognise odd and even numbers; Begin to recognise 2-digit numbers as some 10s and 1s; Make 2-digit numbers using coins; Find 10 more than any number to 90; Find 10 less than any number to 100; Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; Explore patterns on the 100-square; Understand place value in 2-digit numbers and identify 10s and 1s Mental Multiplication and Division: Count objects in 5s and 10s and begin to say 5 lots and 10 lots Fractions, Ratio and Proportion: Find half of shapes; Begin to know that two halves are a whole Measurement: Relate units of time weeks, days, hours; Divide the days up into parts; Read and write times to the hour; Begin to have a notion of how long an hour is and how long a minute is; Tell the time (o'clock and half past) on analogue and digital clocks	Number and Place Value: Explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s; Mental addition and subtraction: Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; Add pairs of 1-digit numbers with totals above 10; Sort out additions into those you 'just know' and those you need to work out; Add three small numbers, spotting pairs to 10 and doubles Measurement: Compare weights and capacities using direct comparison; Measure weight, length and capacity using uniform non-standard units; Complete tables and block graphs, recording results and information; Make and use a measuring vessel for capacity; Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; Revise months of the year; Read, interpret and create a pictogram; Recognise and name simple 2D shapes and continue repeating patterns Mental multiplication and division; Fractions, Ratio and Proportion: Find half of all numbers to 10 and then to 20; Identify even numbers and begin to learn halves; Recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; Recognise, name and know value of coins; Solve repeated addition problems using coins; Make equivalent amounts using coins
IPC Unit	The Stories People Tell	A Day in the Life
P.E	Dance & Movement (IPC) Controlling, dribbling and kicking balls	Striking, hitting and fielding activities/ games
Music	Songs and rhymes about flowers and plants	Start singing rounds in independent voice parts
ICT	- iPad Apps - Google Drive - Web Activities: reinforce mouse skills/ IPC topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: sentence typing/ formatting/ inserting images/ IPC topic - Programming Activities: sequence, predict, debug	- iPad Apps - Google Drive - Web Activities: reinforce mouse skills/ IPC topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: sentence typing/ formatting/ inserting images/ IPC topic - Programming Activities: sequence, predict, debug
French *IPC Vocabulary development across the year	Mythes Légendes	Métiers (parents, famille, école) Loisirs Sports
Mandarin	Frog Reader ● 捉青蛙 (Catching frog) Elephant Reader ■ 小象的好朋友 (Elephant's good friend)	Elephant Reader ● 小象的家人 (Elephant's Family) ■ 小象哭了 (The Elephant cried)

CURRICULUM OVERVIEW - YEAR TWO

TERM 1

Subject	Term 1.1	Term 1.2
English	Fiction Unit: What Would You Do? Stories with familiar settings Character exploration; sentence constructions; joining sentences with correct punctuation; letter writing. Poetry Unit: Pattern, Rhythm, Rhyme Grammar -Full Stops, Question and Exclamation Marks -Saying Sentences -Introducing Nouns -Introducing Verbs	Fiction Unit: A Twist in the Tale Traditional Tales Contrasting traditional and non-traditional tales. Discussing key story features; making predictions; writing own story with role reversal. Live Unit: Newshounds Grammar -Coordinating Sentences -Different Sorts of Sentences -Introducing Capital Letters -Introducing Nouns -Introducing Verbs -Past and Present Tense -Saying Sentences
Maths	Number and place value: Estimate and count a number of objects up to 100; represent, compare and order numbers within 100; use < and > signs; mark numbers on a landmarked line. Problem solving, reasoning and algebra: Use the inverse relationship between addition and subtraction to solve missing number problems; work systematically to find inequalities; begin to write word problems. Mental Addition and Subtraction: Revise number bonds to 6,7,8,9 and 10; recall number facts to 20; add and subtract 1 digit to and from two digit numbers; add and subtract multiples of 10. Mental multiplication and division: Double numbers to 20 and find related halves. Geometry - Properties of shapes: Recognise basic line symmetry Statistics: Sort objects using a Venn diagram and a 2-way Carroll diagram	Number and place value: Know and use ordinal numbers; understand that a 2-digit number is made up of 10s and 1s. Mental addition and subtraction: Add and subtract 2-digit numbers to/from 2-digit numbers by counting on/back Problem solving, reasoning and algebra: Solve addition and subtraction problems using concrete objects and pictorial representations; find possible amounts using a given number of coins. Mental multiplication and division: Count in 2s, 5s and 10s; double numbers to 20 and find related halves. Geometry – Position and direction: Describe position, direction and movements using common words; describe rotation in terms of quarter, half and three-quarter turns, clockwise and anti-clockwise. Measurement: Use standard units to measure lengths and heights; solve problems by comparing and ordering weights, lengths and capacities.
IPC Unit	Brainwave Super Humans	Media Magic
P.E	Games- dodging and marking games	Games- different ways of controlling, sending and receiving large balls
Music	Introduce music and emotions; songs with happy, sad, scary themes	Get to know more about instruments; in class demonstrations (music and maths)
ICT	- Chromebooks - Input/ Output Devices - Different Uses of Technology - Keyboarding: Home Row - Folder Organisation - Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic	- Keyboarding: Home Row - Folder Organisation - Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic
French *IPC Vocabulary development across the year	Techniques apprentissage Body parts 5 senses Hygiene alimentaire Hygiene corporelle	Instructions Moyens de communication
Mandarin	Revision - Stroke order, Basic Characters, Radicals Dog Reader - 小狗比我高 (The dog is tall than me)	Dog Reader - 小狗有个好朋友 (The dog has a good friend) - 小狗推大盒子 (The dog is pushing a big box)

TERM 2

Subject	Term 2.1	Term 2.2
English	Non-fiction Unit: All About Orang-utans Report Asking questions and collecting facts; writing instructions; report writing. Word Detectives Grammar -Nouns, verbs and adjectives -Irregular past tenses -Adjectives	Non-fiction Unit: What is the Most Unusual Place in the World to Live? Report Using drama and improvisation; postcard writing; making comparisons; planning and writing a screen text. Poetry Unit: A Closer Look Grammar -Adjectives -Using suffixes 1 (-ful and -less) -Compound nouns -Coordinating sentences -Noun phrases -The progressive form of verbs
Maths	Number and place value: Understand place value in 2-digit numbers; round 2-digit numbers up or down to the nearest 10; estimate a quantity. Mental addition and Subtraction: Add and subtract 2-digit numbers to/from 2-digit numbers by counting on/back Problem solving, reasoning and algebra: Use place value and number facts to solve problems; use coins to solve simple problems and give change. Geometry – Properties of shapes: Recognise and identify properties of 3D shapes including faces and vertices. Measurement: Calculate and give change using appropriate coins; tell the time to the nearest quarter.	Number and place value: Write amounts of money including the place holder 0 in the 10s. Fractions, ratio and proportion: Recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{2}{3}$ of shapes; count in $\frac{1}{2}$s and $\frac{1}{4}$s. Problem solving, reasoning and algebra: Solve multiplication and division problems using arrays, repeated addition and mental methods; use coins to solve simple problems and give change. Mental multiplication and division: Multiply using arrays; investigate multiplications with the same answer; make links between grouping and multiplication and begin to show division. Measurement: Identify units of time to measure a duration; tell the time to the nearest quarter; recognise coins, know their value, and use them to make amounts and solve problems. Statistics: Complete and interpret pictograms and block graphs; begin to construct tally charts.
IPC Unit	The Earth: Our Home	From A to B
P.E	Games- different ways of controlling, sending and receiving small balls	Sports Day Practices
Music	Building 3-part harmonies with voices in rounds	Famous songwriters; old songs and new songs
ICT	- Keyboarding: Home Row - Folder Organisation - Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic	- Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic
French *IPC Vocabulary development across the year	Environnement local : maison, famille, école Respect des choses Règles de vie	Transports Directions La ville
Mandarin	Monkey Reader - 猴子会什么 (What can a monkey do?) - CNY	Monkey Reader - 是猴子吗 (Is it monkey?) - IPC Unit "From A to B"

TERM 3

Subject	Term 3.1	Term 3.2
English	Fiction Unit: Muddles and Mishaps Stories with Dilemmas Developing reading stamina; using drama techniques to explore characters; applying knowledge of commands to writing tasks; advert and instruction writing. Grammar -Apostrophes for Contractions -Using suffixes 3 (-er and -est) -Using suffixes 4 (-ly)	Non-fiction Unit: Does Chocolate Grow on Trees? Explanation Text Planning and writing explanation texts using appropriate punctuation. Poetry Unit: Silly Stuff Grammar -Using commas in a list
Maths	Number and place value: Recognise and read numbers above 100. Mental addition and Subtraction: Use number facts to 20 in number stories; add pairs of 2-digit numbers using partitioning; subtract 1-digit from 2-digit numbers, bridging 10 Problem solving, reasoning and algebra: Use place value and number facts to solve problems; use inverse relationship between addition and subtraction to solve missing number problems. Measurement: Choose and use appropriate standard units to measure and compare weights, lengths and capacities; read scales to nearest numbered unit. Statistics: Interpret and complete block graphs. Mental multiplication and division: Double and halve numbers to 100; begin to relate division to fractions using sharing. Fractions, ratio and proportion: Find $\frac{1}{2}$ and $\frac{1}{4}$ of multiples of 2 and 4; begin to find $\frac{3}{4}$ of numbers.	Number and place value: Create 3-digit numbers and place them on a number line, solving place value additions and subtractions; Mental addition and Subtraction: Add several 1-digit numbers; quickly work out or recall bonds to 100 and to the next 100. Problem solving, reasoning and algebra: Solve a money problem more than one way; solve simple multiplication and division problems in contexts; begin to use patterns to predict answers, and mathematical reasoning to explain Measurement: Tell the time to the nearest five minutes; begin to say the time ten minutes, or twenty minutes, later or earlier. Mental multiplication and division: Multiply two numbers using counting in steps of 2,3,5 and 10; solve division problems by counting in steps of 2,3,5 and 10.
IPC Unit	Time Detectives	Let's Celebrate
P.E	Games- striking, kicking & fielding	Gymnastics Dance & Movement (IPC)
Music	Saint-Saëns' Carnival of the Animals	Create our own musical instruments
ICT	- Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic - Programming Activities: sequence/ loops/ predict/ debug	- Search Internet Purposefully: IPC Topic - Paint Activities: use appropriate tools/ painting exercises/ IPC topic - Publishing Activities: short paragraph typing/ formatting/ spell check/ inserting/ IPC topic - Programming Activities: sequence/ loops/ predict/ debug
French *IPC Vocabulary development across the year	Description morale Qualités humaines les vêtements	Fêtes locales, religieuses, sportives, familiales La nourriture L'invitation
Mandarin	Monkey Reader - 猴子骑车 (Monkey riding bike) Bird Reader - 小鸟的家 (Bird's house)	Bird Reader - 小鸟去哪里玩 (Where is bird going for fun?) - 小鸟飞不动了 (The bird can't fly anymore)