

Email address:

[Nancy.Proctor@shell.com](mailto:Nancy.Proctor@shell.com)



Telephone numbers

Nancy- 9385

Sarah -9452

Telephone: 9451

[yenzicole-f@shell.com](mailto:yenzicole-f@shell.com)

[www.ecoleyenzi.yolasite.com](http://www.ecoleyenzi.yolasite.com)

24 September 2012

Dear Parents,

Welcome back, I hope you all had a wonderful holiday where ever you may have travelled to, and welcome to our new families who have recently arrived in Gabon. I look forward to meeting you all.

### **IPC Learning**

Over the next 6 weeks the children in Milepost 1 (P2 and P3) will be following a unit of work that focuses on **'Toys and the Magic Toymaker.'** There are learning goals in three areas:

1. The subjects of the curriculum.
2. Personal learning goals – 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.

During this unit we will be focusing on, History, Science, Technology, International, ICT and P.E.

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

- About toys and games from the past
- How to decide if a toy is old or new
- How to create our own toy museum
- How we can learn about the past in different ways

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

- How to sort toys based on what they are made of
- What materials are best for making a bath toy
- About pushes and pulls, and how things move

#### **In Technology, we'll be finding out:**

- About "magic" toys that fool our eyes
- How to design and make our own board games
- How to design and make our own puppets

#### **In ICT, we'll be finding out:**

- How to use the internet to find out about information from the past and to research games from other countries

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

- How to design a toy/ mascot to celebrate a special event
- About a popular game from another country and how to teach it to others

#### **In P.E, we'll be finding out:**

- About how different toys move

All of the work we are going to do has been specially written to help your child reach the learning goals. The 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, both to you and to us.

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.

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.

**Request**

**If you have any books, posters, postcards or other resources related to our “Toy” unit that we can use, we’d love to borrow them! Please make sure they have your child’s name on them, so I can return them.**

**This week for one of their History tasks the children will need two toys, one that is their favourite and play with now and one that they played with when they were a toddler or a baby.( if you do not have a physical toy for either one, a photo of them playing with it is also fine. You can send the photos to my email address above if you do not have a printer.)**

**Please can they bring in their toys by this Friday the 7<sup>th</sup> of September, again please label them with their name, so we can return them to the right child.**

**Literacy learning**

P2	P3
<p><b>Narrative: Stories with a familiar setting</b></p> <ul style="list-style-type: none"> <li>Identify the main characters in a familiar story</li> <li>Re-enact a story by sequencing the main events</li> <li>Write simple sentences to create short stories</li> </ul> <p><b>Non-Fiction: Labels , lists and captions</b></p> <ul style="list-style-type: none"> <li>Recognising the purpose of lists and labels</li> <li>Making captions for objects/ pictures</li> <li>Making captions using a full sentence with capital letters and full stops</li> </ul> <p><b>Poetry: Pattern and Rhyme</b></p> <ul style="list-style-type: none"> <li>Recite poems with repeating and predictable patterns using actions</li> <li>Use rhymes or rhyming stories as models for their own writing</li> </ul>	<p><b>Narrative: Stories with a familiar setting</b></p> <ul style="list-style-type: none"> <li>Sequencing main parts of a story</li> <li>Show an understanding that characters have different points of view</li> <li>Describe what different characters do and say in a story</li> <li>Identify the different sections and the structure of familiar stories</li> <li>Use connectives to link ideas together</li> <li>Plan out their own stories</li> </ul> <p><b>Non-fiction: Instructions</b></p> <ul style="list-style-type: none"> <li>Following a series of instructions</li> <li>Recognise key features of written instructions</li> <li>Say and write instructions in two forms</li> <li>Write a sequence of instructions</li> <li>Use diagrams to support their written text</li> </ul> <p><b>Poetry: Patterns on the page</b></p> <ul style="list-style-type: none"> <li>Listen to, read and perform poems identifying different patterns in their language and structure</li> <li>Writing simple poems using interesting and inventive language to continue or create a pattern</li> </ul>
<p>Ongoing literacy work will focus on spelling patterns, phonics, handwriting, reading strategies, grammar and punctuation.</p>	

## Numeracy learning

P2	P3
<ul style="list-style-type: none"><li>• Counting in 1's to 20 / 100</li><li>• Read numbers to 20 in words</li><li>• Counting on and back in 10's</li><li>• Estimating numbers of objects</li><li>• Recognising the value of each digit in a "teens" number</li><li>• Saying the number that is 1 more than a given number</li><li>• Counting on 1, 2, 3, 4 more from a given number</li><li>• Learning addition facts for pairs that total 6</li><li>• Comparing two or more lengths or heights</li><li>• Measuring lengths using non- standard units</li><li>• Learning the days of the week and ordering familiar events</li><li>• Learning the months and seasons of the year</li></ul>	<ul style="list-style-type: none"><li>• Counting on and back in 1's from a 2 digit number</li><li>• Writing figures to 100</li><li>• Counting objects by grouping them in 5's and 10's</li><li>• Estimating up to 50 objects</li><li>• Partitioning 2-digit numbers into tens and units</li><li>• Order numbers to 100 and position them on a 100 square</li><li>• Adding by counting on from the larger number</li><li>• Adding three numbers by putting the largest first</li><li>• Learning by heart addition facts for pairs that total up to 10</li><li>• Relating addition and subtraction facts to missing number sentences</li><li>• Measuring and comparing lengths in centimetres</li><li>• Measuring and comparing lengths in metres</li><li>• Using units of time, days, months, seasons</li></ul>

### P.E will be on Mondays and Thursdays

On Monday, P.E will be with P2/ P3 and a class of the French language stream and on Thursdays P.E will be P2 and P3 together. Please make sure your child wears appropriate clothing (shorts and a T-shirt) and proper sports shoes on gym days.

### Reading

**P3:** The children will receive 2 books at a time, when they have read a book they may now change it straight away in the morning during our individual / guided reading session time. **They need to have their reading diary signed by you to say they have read the book at home with you or by me before they can do this.** They do not have to change them every day as some of the children now have longer books and may only read up to a certain page ,just make a note of the page they are up to in their diaries. The children will need to bring their reading folders to school every day

**P2:** Please send in their folders every day, the children will be heard individually to start with this half term and will receive news books at the appropriate level. Please continue to make comments and sign their diaries when you have heard them read.

Please try to find 5 minutes to hear your child read every day.

### Swimming

We hope to resume our swimming session as usual next Friday the 14<sup>th</sup> of September, if you can still support with the swimming lessons as last year or would like to support with the swimming lessons, please can you email me to let me know.

In Week 3, there will be an information evening in which you'll hear more about their learning in P2 and P3. In the meantime, if you have any questions about your child's learning please come in to talk to us.

Kind regards

Nancy and Sarah