



International School

Key Stage One Year 2

Curriculum Guidelines

Prague 6 Campus

Norbertov 3, 162 00 Praha 6, Czech Republic

Tel: +420 220 512 653

Website: www.parklane-is.com

email: info@parklane-is.com

Dear Parents,

Welcome to Park Lane International School. This booklet is designed to provide helpful information about the programmes and procedures associated with the school. You and your child/ren are about to embark on a memorable year at Park Lane International School and we hope that this information will ensure a smooth and happy transition to school life.

School Communication

We believe parents play a significant role in their child's education and we look forward to a positive home-school partnership. The co-operation between your family and Park Lane International School is an important two-way process. <https://parents.parklane-is.com/home>

Mission Statement

...preparing the young people of today for the unknown occupations of tomorrow.

Our Philosophy

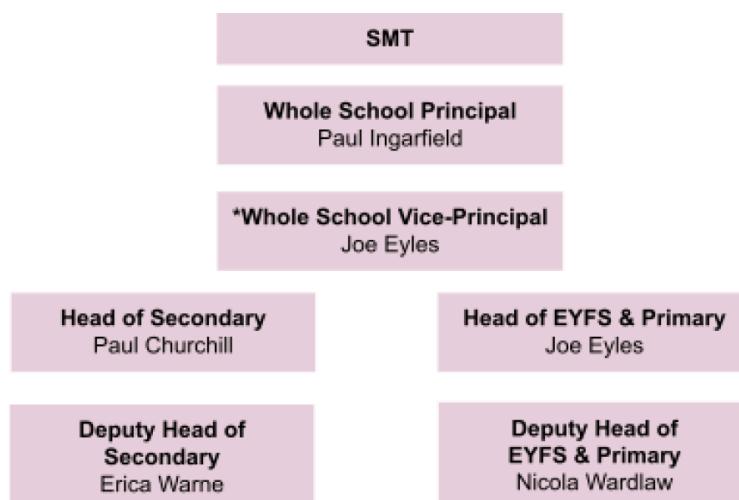
At Park Lane International School, we sincerely believe that every young person, irrespective of race, cultural heritage, faith or ability, is entitled to lead a happy, safe and productive life. However, we realise that in today's ever evolving world, the future that our young people are working towards is entirely unpredictable. We understand that when our students reach adulthood, they are likely to be engaged in occupations and tasks that do not currently exist; utilising technology which has yet to be invented. Moreover, if they are to compete, thrive and survive in the decades to come, their mindsets will need to become fully attuned to international developments, global issues and other cultures. Although the pupils of Park Lane are able to extend their horizons through the academic programme itself, they also have much to gain from a range of leadership and enrichment opportunities which aim to develop capable, resourceful and resilient individuals.

Aims

- To enable each pupil to achieve their potential within a stimulating, supportive, happy and caring environment.
- To establish and maintain a positive relationship with parents.
- To help pupils to learn that courtesy, good manners and consideration for others are essential qualities.
- To provide a broad and balanced curriculum.
- To provide social skills and communication/independent learners through extra-curricular activities.

Park Lane Leadership Model

Senior Management Team (SMT)



EYFS and Primary Leadership Team (PLT)

Primary Leadership Team (PLT)						
Vice Principal, Head of EYFS & Primary Joe Eyles		Deputy Head of EYFS & Primary Nicola Wardlaw		Assistant Head of Primary (Academic) Kerry Stephenson		Director of Czech Honza Pucek
Site Leaders						
P 6 Norbertov: Nicola Wardlaw		P 6 Sibeliova: Debbie Burgess		P 5 Nessie: Dawn Warby		P 1 Valdstejska: Kerry Stephenson
Year Curriculum Leaders (YCL)						
Learning Support: Ioanna Tsouka	EYFS: Debbie Burgess	Year 1 & Year 2: Victoria Smith	Year 3: Neil Prendergast	Year 4: Laura Clarkson	Year 5: Ruth Prendergast	Year 6: Esther Russell

Park Lane School Staff

Head of EYFS and Primary and Vice Principal	Joe Eyles	joe.eyles@parklane-is.com
Deputy Head of EYFS and Primary	Nicola Wardlaw	nicola.wardlaw@parklane-is.com
Head of Czech Reception – Year 6	Honza Pucek	jan.pucek@parklane-is.com

Year 2 Team		
Primary Lead Teacher	Laura Clarkson	laura.clarkson@parklane-is.com

Prague 6 - Norbertov

Year 2LC Class Teacher	Laura Clarkson	laura.clarkson@parklane-is.com
Year 2LC Teaching Partner	Sanaz Saleh	sanaz.saleh@parklane-is.com

Year 2L Class Teacher	Lindsay Lohnicky	lindsay.lohnicky@parklane-is.com
Year 2L Teaching Partner	Emerald Call	emerald.call@parklane-is.com

Head of Primary Czech	Jan Pucek	jan.pucek@parklane-is.com
Year 2 Czech Teacher	Petr Kucera	petr.kucera@parklane-is.com
Year 2 Czech Teacher	Monika Komonova	monika.komonova@parklane-is.com
Year 2 Czech Teacher	Michaela Lopes	michaela.lopes@parklane-is.com
Year 2 Czech Teacher	Magdalena Sulkova	magdalena.sulkova@parklane-is.com
Czech Teaching Assistant	Katerina Hamackova	katerina.hamackova@parklane-is.com

Primary Specialists

PE Teacher	Lucie Měchová	lucie.mechova@parklane-is.com
PE Teacher	Lucie Vozehova	Lucie.vozehova@parklane-is.com
Music Teacher	Rosie Payne	rosie.payne@parklane-is.com
IT and Computing	Jakub Zalopa	jakub.zalopa@parklane-is.com
Art and Project Learning	Ewelina-Kowalska-Misler	ewelina.kowalska@parklane-is.com

Primary School Support Team

EAL Teacher and Norbertov Librarian	Andrea Arciuolo	andrea.arciuolo@parklane-is.com
EAL Teacher and Nessie Librarian	Alison Purves	alison.purves@parklane-is.com
EAL Teacher	Kinga Uggla	kinga.uggla@parklane-is.com
Learning Support Coordinator	Ioanna Tsouka	ioanna.tsouka@parklane-is.com
IT Systems Administrator	Jakub Syrový	jakub.syrový@parklane-is.com

School Security Team		
Prague 6 Norbertov		security@parklane-is.com
Health and Wellbeing Team		
Norbertov School Nurse	Katerina Park	katerina.park@parklane-is.com
School Psychologist	Charlotte Longley	charlotte.longley@parklane-is.com
Wellbeing / Mental Health and PSHEE	Mark McGuinness	mark.mcguinness@parklane-is.com
Co-ordinator		

Arrival at School & Registration

School Registration takes place at 8.50am. All pupils are expected to be in class in time for registration. **Please note, pupils will be recorded as late if they arrive in class after 08:35am.**

Year 2 School Day

08.20	School Registration
08.30	Lessons begin
10.45 – 11.05	Morning Playtime
12.30 – 13.30	Lunchtime and Playtime
15.30	End of the school day
15.30 – 16.15	Clubs

Reporting to Parents

Throughout the school year, we will keep you fully informed of your child's progress. Park Lane International School organises **twice-yearly Parent-Teacher Consultations**. This is an opportunity for you to discuss with the class teacher your child's progress, behaviour and targets. Also, **twice yearly, you will receive a short progress report and a detailed written report (December and June)** regarding your child's academic and personal attainment and achievements.

Aims & Learner Profile

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

- successful learners
- industrious and curious
- respectful and empathetic
- co-operative and collaborative
- honest and trustworthy
- knowledgeable and competent in their use of technology
- aware of environmental issues
- resourceful and responsible global citizen

Creative Curriculum

At Park Lane International Primary School, we take pride in our excellent standards and high expectations. However, it is also of the utmost importance to us to foster development of the whole child and encourage excitement and engagement in learning. As a staff, we considered the best ways to maintain academic standards whilst ensuring that each child is given opportunities to be successful in a variety of forms including science, art and design, music and humanities.

We considered our aims for a Park Lane pupil.

In order to achieve these goals, we felt that the whole school needed to take a more thematic approach to learning as this would:

- cover topic areas more efficiently
- provide more time to include in depth study of the subject areas and give opportunities for pupils to take part in pupil led projects
- give a groundwork of content knowledge from which to base creativity
- foster understanding of the links between subjects, an essential tool in the building of intellectual ability.
- give pupils the time and opportunity to transfer their learning and consolidate new skills.

Year 2 Creative Curriculum Topics

- **Lonely Planet**
- **Island Adventures**
- **Giants and Dreams**

Core principals of the creative curriculum

Coverage

Each topic has been specifically chosen to ensure coverage of the breadth and balance aspects of the National Curriculum.

Engagement

At Park Lane we value the opinion of our pupils and recognise that an element of choice in learning is very valuable in encouraging engagement and enjoyment. We make it a priority to give opportunities for pupils to have a say in the specifics of their learning. We intend to set projects and tasks within the topic, where pupils can decide on the content and format of the outcome.

Purpose Driven Learning

To support engagement and to foster self-motivation and expectations, each teacher will ensure that topics include many opportunities for tasks which have a genuine audience and / or purpose.

Life skills

As laid out in the rationale, we intend all children to leave our school as successful learners. Our hope is that children are literate and numerate and working within the UK national expectations/year group expectations and that they can apply these skills independently in a variety of settings.

Community

At Park Lane Primary School, we work hard to provide an atmosphere of care and support for one another. It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of our connections with other people around the world, and a sense of family and community within our locality.

Organisation

Thematic topics are taught across the school. These topics encompass skills and areas of study from a number of subjects. In most cases, topics last 8-10 weeks. Where coverage of a subject is required but does not fit naturally into a topic, discrete teaching will occur. This is most often the case in P.E. and in some areas of Science.

EAL (English as an Additional Language)

An EAL programme is available for children who require support with learning the English language. Children are assessed by the EAL teacher at the beginning of the school year to determine the level of support required. In most cases, children are withdrawn from their class for one to one or small group intervention or supported within the classroom as needed.

Czech Education Programme (Czech for Czech Native Speakers)

This programme is for students who have Czech as their first language. It enables Czech students to achieve a high standard of spoken and written Czech and to sit the Czech Ministry of Education examinations on an annual basis as part of these lessons. The programme starts in Reception and

continues up to Year 13. From Year 2 children of Czech nationality need to be formally registered in a Czech state school, chosen by their parents. Our Czech partner school is Základní škola Jeseniova in Prague 3.

Czech Education Programme (Czech as an Additional Language)

This programme is for students who do not have Czech as their first language. The lessons are taught by our Czech teachers and enable students to learn basic Czech vocabulary for use in their environment. Students learn colours, numbers, animals, common phrases etc. After successfully undertaking an initial assessment test, children with other nationalities, who prove fluent in Czech, can also join the classes primarily aimed at the children of Czech nationality.

The Curriculum

The school curriculum is based on the **National Curriculum of England** and is available for download at: www.gov.uk/national-curriculum/overview

English

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read, and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing

Spelling

Spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting and Presentation

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Composition

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, grammar & punctuation

Pupils should be taught to:

- Develop their understanding of the different concepts

- Learning how to use both familiar and new punctuation correctly - see, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently, including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- The grammar for year 2
- Some features of written Standard English
- Use and understand the grammatical terminology in discussing their writing

Mathematics

Number & Place Value

- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use <, > and = signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems

Addition & Subtraction

Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Applying their increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- A two-digit number and 1s
- A two-digit number and 10s
- 2 two-digit numbers
- Adding 3 one-digit numbers
- Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Multiplication & Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using >, < and =
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

Properties of Shapes

- Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects

Science

Working Scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Programme of study: Living things and their habitats, Plants, Animals including humans, Uses of everyday materials

Computing

The core of computing is **computer science**, in which pupils will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology.

Computer Science

- Understand that algorithms are implemented as programs on digital devices
- Understand that programs execute by following precise and unambiguous instructions
- Debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Information Technology

- Use technology purposefully to organise digital content
- Use technology purposefully to manipulate digital content

Digital Literacy

- Use technology respectfully
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Physical Education

There are two PE lessons a week during which time pupils will participate in team games (learning ball skills, athletics, gymnastics and dance). Pupils will need to bring their PE kit to School on the allocated days, which will be notified to you.

Physical Education Expectations

Pupils will need to bring their PE kit to School on the allocated days, which will be notified to you. Pupils must dress appropriately to participate in the PE lessons.

- Appropriate sport trainers
- Green Park Lane T-shirt /Colour House T-shirt
- Navy blue shorts or leggings
- Full water bottle.

These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. It is also important pupils wear the specific Park Lane kit (rather than other sport clothes) in order to be part of our team culture.

Pupils who do not meet our PE expectations will be given a verbal reminder and a letter will be sent home if it happens on several occasions. Any pupils who often forget to bring the correct t-shirt, shorts and trainers will result in less golden time in the school week.

Personal, Social, Health and Citizenship Education

At Park Lane International School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and should be at the heart of the whole school development. We offer many opportunities throughout the school year to develop and enhance our PSHE programme.

Music

Music flourishes at Park Lane International School and your child will have many opportunities to gain confidence and enjoyment from musical activities. The Primary School has its own choir, which rehearses, after school. The school has strong links with the International School of Music and Fine Arts (ISMFA) and can arrange for your child to receive individual instrumental lessons throughout the year. There are also a number of peripatetic teachers offering private instrumental tuition who can be engaged via the school's extra-curricular co-ordinator, **Ms Kristýna Zíková**.

Information Technology

The use of ICT is integral to the work of Park Lane International School. The school computers will only be used to produce and share age-appropriate material. All members of the Park Lane International School community sign an E-safety agreement and must adhere to its content. Children will have access to the internet through safe search engines such as Google Safe search, both of which have high levels of filtering software embedded within them.

Learning Support Department

The Learning Support Department exists to support pupils who need help with their learning so that they can achieve to the best of their ability. The degree of support varies according to the individual needs, the majority of pupils have moderate rather than severe learning difficulties. The **Head of Learning Support is Ioanna Tsouka** (ioanna.tsouka@parklane-is.com) is always happy to speak to parents and pupils in order to offer support and advice. In some circumstances where your child needs one to one intervention on a regular basis parents will be asked to financially support the appointment of a Learning support assistant for their child.

Behaviour

At Park Lane International School we expect and enable our pupils to be **Ready, Respectful** and **Safe**.

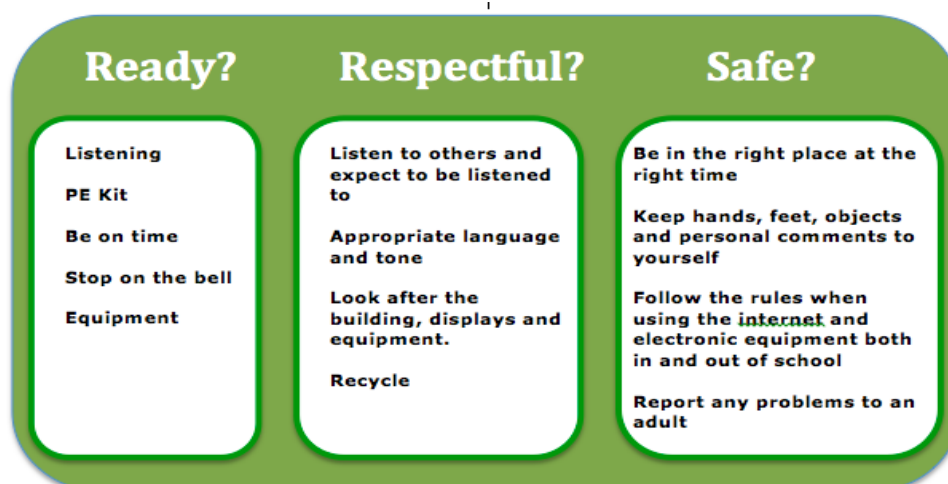
At Park Lane International School our aim is to create a learning community where:

- we all have the right to learn and work in a safe environment and to be treated fairly with respect;
- we are all responsible for supporting the rights of others and ourselves;
- we should create a climate where everyone can learn and achieve
- rewards and sanctions should be used to help us to take responsibility for our mistakes and support us to make the right choices in future;
- it is our collective responsibility to build confidence among pupils to show empathy and understanding;
- it is our collective responsibility to develop effective social skills among pupils and to enhance emotional well-being;
- we have clear and agreed methods of reporting and responding to incidents of behavior both positive and negative.

For a behaviour policy to be effective, it must be consistent. To achieve this consistency, teachers, parents and pupils must share in the responsibility for upholding school rules.

TEACHERS are responsible for instructing their pupils on the rules of acceptable behaviour. They are also responsible for applying proper consequences when a pupil's behaviour is inappropriate.

PARENTS are responsible for reviewing the rules of appropriate behaviour with their own child/children. They are responsible too, for supporting and co-operating with the school in applying consequences, which result from inappropriate behaviour.



The House System

Park Lane International School has a four-house system. They are named after the four elements. However, they are more commonly recognised by their designated colour.

- Air or Yellow House
- Earth or Green House
- Fire or Red House
- Water or Blue House.

Each pupil is assigned a '**House**'. This will be the house that the pupil belongs to from their time at Park Lane. Pupils are placed in a house on a random basis, unless he or she has a brother or sister currently in the school, in which case every effort is made to ensure they are placed in the same house as their sibling.

House events

Throughout the year we have a number of House competitions to enthuse and excite pupils and encourage co-operation. A House Trophy is awarded each term.

Class Dojo/House points

Points are accumulated weekly and totals are announced during the Friday Assembly. At Park Lane, house points are recorded electronically using an online system called 'Class Dojo' which should be on every day in class. The Class Dojo.

