

Dear Parents/Guardians,

Please find below an overview of our curriculum for Term Two.

Kind regards, the Year Two Team – Zoe Dawkins (2D, Team Leader) with Janine Stanley (ESS), Lauren Cunningham (2C), Caitlin Sullivan (2S), Liz Beasley (2B, Leading Teacher) and Helen Thomaidis (2B).

LITERACY	MATHS	INTEGRATED UNIT
<p>Reading</p> <ul style="list-style-type: none"> Guided and Reciprocal Reading Explicit teaching of decoding and comprehension strategies Shared Reading, Modelled Reading and Partner Reading Independent Reading and selecting “Just Right” books Use of mentor texts Take home books (familiar levelled texts) Children independently managing their own reading and setting reading goals Other reading activities including Readers’ Theatre and comprehension activities <p>Writing</p> <ul style="list-style-type: none"> Recount / Diary writing Narrative writing VCOP Big Write Procedural writing Focus on punctuation and proof-reading for meaning Editing and up-levelling to improve ideas, spelling and punctuation. Utilising interesting vocabulary, powerful openers, connectives Explicit teaching of punctuation and grammar Personal goal setting <p>Speaking and Listening</p> <ul style="list-style-type: none"> Sharing and reporting through short oral presentations – “Sensational Science” Listening strategies and responses (Willy Kids) Reflecting on learning during share time <p>Spelling</p> <ul style="list-style-type: none"> Explicit teaching with the SMART Spelling program Weekly words with focus sound/letter patterns and personal words Daily spelling practise, weekly spelling test and dictation <p>Handwriting</p> <ul style="list-style-type: none"> Focus on correct letter formation, starting points and pencil grip 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Addition (facts, vertical, with and without trading, worded and multi-step problems, doubling/halving strategies, mental computation strategies) Subtraction (facts, vertical, with and without trading, worded and multi-step problems, mental computation strategies) Multiplication - model everyday situations, repeated addition as multiplication, groups and arrays, skip counting by 2s, 3s, 5s, 10s, word problems and number sentences. Number facts (mental computation, strategies) Division - model everyday situations, grouping into equal sets, shared between, how many, repeated subtraction as division, remainders, word problems & number sentences. Fractions - parts of whole and groups, half, quarter, eighth, third, fifth, fractions of a number line, numerator and denominator, equivalent fractions and counting by fractions. Computer-based maths activities Strategy games Weekly revision of place value, counting, addition and subtraction strategies. <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Time - analogue and digital, o’clock, half-hour, quarter-hour, 5-minute intervals, & minutes. <p>Statistics and Probability</p> <ul style="list-style-type: none"> Chance - probability scale, event likelihood, trials, identify and describe outcomes. 	<p>What’s The Matter?</p> <p>This term our unit of work is in Science, with a particular focus on chemistry. Students will undertake activities in the Science Lab to explore physical and chemical change. They will investigate changes in state and identify solids, liquids and gases. They will perform experiments to model simple chemical changes and identify the indicators of a chemical change. They will be encouraged to predict, observe and explain their observations using the language of particle theory. They will also develop their understanding of how scientists work and the role of science in their everyday lives.</p> <p>Hour of Code</p> <p>This term we will utilise the Scratch Junior coding app to explore basic coding commands and computational thinking in a game/story-based environment. Students will program characters and objects to undertake particular actions to tell stories and create their own simple games.</p>

SPECIALIST CLASSES

Art (Joanne Wilson)
 In Art, students will investigate the work of a range of artists. Drawing on these examples, they will use a variety of mediums, colour and composition to experiment and create their own works of art.

LOTE - French (Coralie Schaff)
 In French, students will become familiar with the sounds of the French language, including rhythm, stress and pronunciation. They will develop their French communication skills by using greetings and learning simple phrases and structures through songs and games.

Music (Faye Ferry)
 In Music, students will continue to expand their knowledge of musical symbols through listening, singing, composing and playing instruments. The elements to be covered this term will be pitch (notes of the treble clef) and texture (thick and thin). In addition, students will consider music styles from different times, places and purpose.

Physical & Health Education (Paddy Gallivan)
 In Physical Education, students will be using the basic motor skills they have developed to participate in modified sport-specific games such as soccer and AFL. The Grade Two students will increase their knowledge of safe procedures with the use of space and equipment and will learn why these procedures are important.

LEARNING AT HOME

Reading
 Each day children are expected to undertake 15 minutes of reading at home, utilising a variety of books (take home, self-selected, library, books from home, etc.) Students have a “Home Reading, Spelling & Big Write Homework Book” that is kept in the blue book bags, where they should record their reading each day. Please refer to the gold Home Reading Record for further information.

Spelling
 Each week students focus on a particular spelling sound/letter pattern, plus 2-3 personal words. The idea is for students to play spelling games at home with the words so that they can become familiar with the spelling and pronunciation of each word. A weekly spelling test and dictation is conducted each Friday. For further information, please refer to the gold “Home Reading, Spelling & Big Write Homework Book”, located in the blue book bag.

Big Write Talk Homework
 Each fortnight, students will participate in a Big Write. All topics and set weeks are located in the gold “Home Reading, Spelling & Big Write Homework Book”, located in the blue book bag. We strongly emphasise the importance of undertaking this activity at home with your child, prior to the Big Write session on a Tuesday.

Oral Presentation
 As part of the Speaking and Listening component of the English curriculum, students will be required to prepare and present a 3-4 minute (max.) oral presentation to the class, followed by some questions and responses from classmates. This term the focus is “Sensational Science”. Please see the provided rubric and notes for further information.

EXTRA-CURRICULAR ACTIVITIES / SPECIAL EVENTS

<p>2B & 2S Host Assembly – Friday 27th April 2018 2C & 2D Host Assembly – Friday 4th May 2018 Student-Free Curriculum Day – Monday 7th May 2018 Mother’s Day Stall – Thursday 10th May 2018</p>	<p>Walk Safely To School Day – Friday 18th May 2018 UNSW Science Competition – Tuesday 29th May 2018 Queen’s Birthday Public Holiday – Monday 11th June 2018 Student Learning Conferences – Tuesday 26th June 2018</p>
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WILLY KIDS ARE FRIENDLY KIDS	
WEEK 1:	Playing Fairly
WEEK 2:	Good Winners/Good Losers
WEEK 3:	Body Language
WEEK 4:	Voice
WEEK 5:	Using Appropriate Language
WEEK 6:	Respecting Adults
WEEK 7:	Respecting One Another
WEEK 8:	Respecting Differences
WEEK 9:	Respecting Property – Yours and Others
WEEK 10:	Respecting Our School and Environment
WEEK 11:	Building Relationships

CHILD WISE / RESPECTFUL RELATIONSHIPS	
FOCUS 1:	<i>Reactions</i> - What is an appropriate reaction to different situations? How should I react when I feel unsafe? What clues will my body give me when I feel unsafe?
FOCUS 2:	<i>Personal Safety</i> – What is ‘stranger danger’? What steps can I take to keep safe in different situations? (i.e. walking home from school, at someone’s house, in a public place). What immediate and after-the-fact actions can I take if my personal safety is compromised?
FOCUS 3:	<i>Children’s Rights</i> – What are rights? What are human rights and the rights of children? What actions can we take if these rights have been denied?
FOCUS 4:	<i>Body Ownership & Private Zones</i> – Who is the boss of my body? Is it ok for others to touch my body? What are private zones? What actions can I take if someone touches my private zones.