



## Year 2 - 2019

### Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.



The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the focus will be on:

- managing impulsivity
- taking responsible risks
- listening with understanding and empathy.

#### **RELIGION**

##### **Celebrating with God's People**

In this unit, the students will learn about the celebration of the Mass.

The understandings for this unit are that:

- Jesus Christ is with us in the Mass
- the People of God gather together to celebrate the Mass each Sunday
- the Mass is the most important celebration in the Church
- the Mass is made up of different parts and has many symbols and actions that help

us know Jesus Christ

- at the Mass, people are called to love, serve and care for others.



##### **Experiencing God**

In this unit, the students will learn about ways in which people have experienced God through time.

The understandings for this unit are that:

- people can feel close to God in different ways, in different places and at different times
- prayer is a special time when people feel close to God
- prayer is an opportunity for giving thanks and talking to God about our needs
- people need to nurture and care for their relationship with God
- creation shows God's beauty and goodness.



#### **INTEGRATED TOPICS**

##### **Unit topic: Celebrating Our History**

Understandings explored are that:

- there are similarities and differences in the daily lives of ourselves, our parents and our grandparents
- we have significant national celebrations which reflect our history and cultural diversity
- there are emblems and symbols associated with celebrations
- many cultures make up Australia's community.



The outcomes for this unit are that students will be able to:

- identify aspects of daily life that have changed and those that have remained the same
- sequence significant events about personal and family history
- identify the significance of a person and/or place in the local community
- describe how their family and local community commemorate past events that are important to them.

## **MATHEMATICS**

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered in Term 2:

### **Addition:**

- combining two or more groups to make a number
- adding zero has no effect on a answer
- the order in which two numbers appear does not affect the sum
- that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems.



Strategies explored:

- count on
- using number facts to assist with solving problems - tens facts, doubles, near doubles, etc.

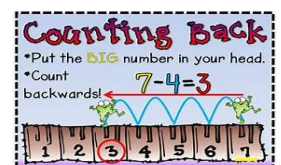
### **Measurement:**

- compare, order and measure shapes and objects
- use formal and informal units to measure shapes and objects.



### **Subtraction:**

- taking away a quantity from a collection and finding out how much is left
- comparing two quantities to find the difference
- using different strategies to find out the missing parts (quantities) of a number sentence
- when 0 is taken away from a collection, the quantity stays the same
- there is a relationship between addition and subtraction.



Strategies used:

- count back
- count up to
- using number facts to assist with solving problems - halves, tens facts, doubles, near doubles, etc.

### **Geometry:**

- 2D shapes are made from lines and corners (angles)
- a 3D object is a solid figure with three dimensions consisting of length, width and height
- a regular shape has sides that are the same length.

## **ENGLISH**

### **Reading**

The students will be involved in learning experiences which will develop reading skills through the use of various texts. They will read and explore a variety of texts and will examine strategies to monitor reading. These include:

- using prior knowledge
- predicting

- rereading

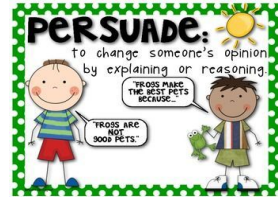
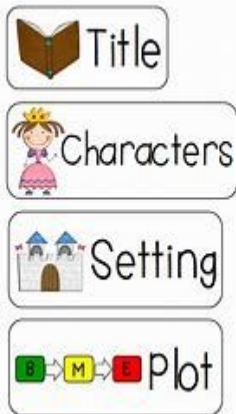
The students will continue to build comprehension strategies to identify the literal and inferred meanings of texts read and explored.



## Writing

This term the focus will be on:

- writing narrative and persuasive texts and exploring the features of these texts types
- following the writing process (plan, compose/record, revise) to create texts
- the correct use of ending punctuation - full stops, exclamation marks, question marks
- using adjectives and adverbs to enhance writing.



Spelling strategies will be developed through the term in order to assist students to become independent and accurate spellers. The spelling words this term will explore the following letter sounds and patterns:

- 'u', 'o' sound as in umbrella and monkey
- 'h' sound as in house
- 'j', 'g', 'ge', 'dge' sound as in jellyfish, giraffe, barge and bridge
- 'a', 'ay', 'a-e', 'a' sound as in snail, hay, cake and lady
- 'l', 'll' sound as in lizard and bell
- 'ee', 'e', 'ea', 'y', 'ey' sound as in bee, me, seat, baby and money
- 'm', 'mm', 'mb' sound as in moon, hammer and thumb
- 'i-e', 'y', 'igh', 'i', 'ie' sound as in fly, night, spider and pie
- 'n'. 'nn', 'kn' sound as in net, winner and knife
- 'oa', 'o-e', 'ow', 'o' sound as in boat, rose, window and comb.



## Speaking & Listening

The students will engage in a variety of formal and informal experiences to develop their listening and speaking skills.

This focus this term will be:

- considering the audience, purpose and the context of the situation when communicating
- comparing opinions about characters and events in texts
- considering volume, body language and eye contact when presenting an audience.



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## SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness. Lessons based on this Project will be held every Wednesday throughout this term.



The topics that will be covered this term are:

- 'Emotions' - identifying their own emotions and demonstrating positive ways to react in different situations
- 'Inclusion' - describing how people may feel when they are excluded
- 'Mindfulness' - describing our emotions when we have been mindful
- 'Gratitude' - showing gratitude to others



## HOME LEARNING

The following tasks are encouraged to be completed:

- reading for about 10 minutes and recording this on their home learning book
- practising and learning spelling words based on a letter pattern, e.g. 'f', 'ff', 'ph' words
- practising number facts, e.g. doubles, halves, etc.

## **ITALIAN**

The students will continue to revise greetings and numbers. They will go on to learn the days of the week and months of the year. This will be achieved through the implementation of:

- games
- songs
- interactive whiteboard activities
- craft activities
- puzzles
- bookwork

Date for the diary: **Italian Day!** - Monday 17th June

Signor John

[jcruikshank@miivanhoe.catholic.edu.au](mailto:jcruikshank@miivanhoe.catholic.edu.au)

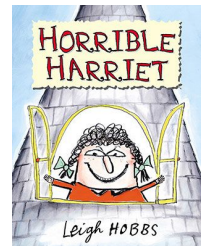
## **LIBRARY**

This term in the library, the students will:

- continue to borrow weekly
- continue to explore the labels on book spines

The students will be focussing on books by the Australian author and illustrator, Leigh Hobbs. Through the reading of Leigh Hobbs' books and planned activities, the students will:

- make predictions
- verbalise and illustrate the sequence of events
- describe the settings of the stories
- identify and describe the main characters.



Maria Delaney

[mdelaney@miivanhoe.catholic.edu.au](mailto:mdelaney@miivanhoe.catholic.edu.au)

## **PERFORMING ARTS**

The students will:

- listen and move to various styles of music and discuss their emotional and physical responses
- play a C major scale on a glockenspiel
- learn to sing songs for the concert
- be introduced to the ukulele
- further explore percussion instruments and rhythmic elements of music
- use various percussion instruments to create a beat pattern.

Simon Lewis

[slewis@miivanhoe.catholic.edu.au](mailto:slewis@miivanhoe.catholic.edu.au)

## **PHYSICAL EDUCATION**

The students will:

- continue to practise key fundamental motor skills of running, jumping, hopping, skipping, leaping, throwing and catching
- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick
- have a chance to practise their hand-eye and foot-eye co-ordination by kicking and handballing
- continue learning to work as a team, taking turns and following instructions
- will continue to look at fitness in our class 'Garmin step counter' challenge.



Jules Brooks

[jbrooks@miivanhoe.catholic.edu.au](mailto:jbrooks@miivanhoe.catholic.edu.au)

## **SCIENCE**

For the first two weeks this term, the Science classroom will have a chicken hatching program from 'Henny Penny Hatching'. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop; as well as hold the chicks and learn more about the needs of living things. Visit [www.hennypennyhatching.com.au](http://www.hennypennyhatching.com.au) for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating how a push or pull or twist or squeeze affects how objects move or change shapes
- exploring ways that objects move on land, through water and in the air
- exploring how different strengths of pushes and pulls affect the movement of objects
- identifying how gravity affects objects.

Janelle Baldwin

[jbaldwin@miivanhoe.catholic.edu.au](mailto:jbaldwin@miivanhoe.catholic.edu.au)

## **DIGITAL TECHNOLOGY**

The students will continue to learn about common digital systems and patterns that exist within data they collect. The students will organise, manipulate and present this data, including numerical, text and image data, in creative ways to make meaning.

This term in Digital Technology, the students will:

- experiment with very simple, step-by-step procedures to explore programmable devices, for example providing instructions to physical or virtual objects or robotic devices to move in an intended manner, such as following a path around the classroom
- write and enter a simple set of instructions jointly to sequence events and instructions, for example scanning personal photographs and collating and ordering significant personal events or milestones and describing the steps involved in the process.

Maria Delaney

## **VISUAL ARTS**

This term in Visual Arts, the students will:

- identify geometric and organic shapes
- cut and arrange shapes to form an object or animal
- create artworks incorporating geometric and organic shapes
- respond to visual artworks by describing ideas.



Tilla Ricci

[tilla@miivanhoe.catholic.edu.au](mailto:tilla@miivanhoe.catholic.edu.au)

## **REMINDERS**

Mondays:

- Visual Arts (art smock required)
- Digital Technologies

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Wednesdays:

- Library (library bag required)

Thursday

- Performing Arts
- Classroom sport (sport uniform to be worn)

### **IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Activity</u></b>	<b><u>Day</u></b>	<b><u>Date</u></b>	<b><u>Month</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
Class Assembly	Wednesday	8	May	2:50pm	
School Assembly	Monday	13	May	9:00am	
Celebration of Learning	Monday	20	May	9:10 -11am, 2 - 2:45pm, 3:30 - 4pm, 5 - 6pm	Year 2 classroom
Day in May	Wednesday	22	May		
National Simultaneous Storytime	Wednesday	22	May	11am	Year 2 classroom
Class Assembly	Wednesday	22	May	2:50pm	
School Assembly	Monday	27	May	9:00am	
Excursion	Monday	3	June	9 - 3pm	Melbourne Museum
Italian Day	Monday	17	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students early dismissal	Tuesday	25	June	1pm	
Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Year 2 classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Year 2 classroom

End of Term	Friday	28	June	1pm	
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**CLASSROOM TEACHER CONTACT INFORMATION:**

Email addresses:

[tilla@miivanhoe.catholic.edu.au](mailto:tilla@miivanhoe.catholic.edu.au)

[maria@miivanhoe.catholic.edu.au](mailto:maria@miivanhoe.catholic.edu.au)