



## Year 2 - 2020 Term 1 Overview

Welcome to the 2020 school year. The year ahead promises to be an exciting, productive and engaging year of learning.

The students will be continuing to develop the many attributes that contribute to becoming lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner.



The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the students will be focusing on **persisting, listening with understanding and empathy and managing impulsivity,**

The Growth Mindset and the Habits of Mind tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the the learning areas. Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking collaboration and collaboration.

### **RELIGION**

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

#### **Forgiveness and Healing**

In this unit, the students will explore the concepts of 'forgiving' and 'healing' through the Sacrament of Reconciliation.



The understandings for this unit are that:

- Jesus is the model for loving and forgiving
- God loves and forgives people
- God invites people to love, care for and forgive others.

#### **Lent and Holy Week**

In this unit, the students will learn about Lent and the events of Jesus' life that are celebrated in Holy Week.

The understandings for this unit are that:

- Lent is a season when Christians think about the way Jesus gave Himself to others
- during Holy Week and Easter, Christians remember and celebrate that Jesus shared the gift of Himself in His Last Supper, and in His death and resurrection
- through the symbols, signs, actions and rituals of Holy Week and Easter, Christians remember the Passion, death and resurrection of Jesus Christ.



### **INTEGRATED TOPIC**

#### **Keep It Local!**

The students have begun the year by exploring our school values and what these look like in various

parts of the school. The students investigated their responsibilities in upholding these values as part of our school community. As part of our integrated topic, 'Keep it Local', the students will explore the role of the local government within the local community. The students will investigate the services and other resources the local government provides and how these meet their needs and the needs of the community.

The understandings explored in this unit are that:

- we all have rights and responsibilities within the different groups to which we belong
- following our school values helps to promote positive relationships with others
- following our school values helps us to become better learners
- rules are needed in our families, in our classroom and in our playground
- local government has an important role in our community providing many services and resources.



## **MATHEMATICS**

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. For Year 2 students

Understanding would include:

- representing concepts in different ways

Fluency would include:

- calculating answers efficiently (number facts)

Problem solving would include:

- applying known strategies to solve problems

Reasoning would include:

- explaining their thinking.

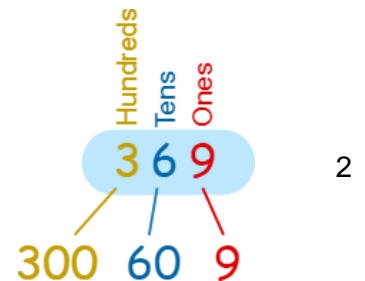
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered in Term 1:

### **Number and Algebra**

Place Value:

- identifying the number 'before' and 'after' a given numbers
- reading and writing numbers (three digit numbers)
- identifying the value of digits within a number – e.g. 123 = 1 hundred, tens and 3 ones
- ordering numbers
- adding and subtracting 10, 100 or 1000 to/from numbers.



Addition:

Developing a range of mental and written strategies to solve addition problems, including:

- count on
- bridge to ten
- doubling
- near doubles
- adding ten.

### **Measurement and Geometry**

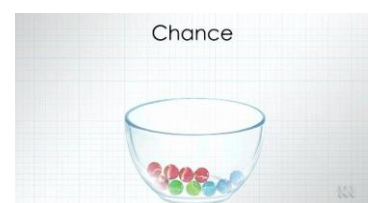
Length:

- measuring items using various uniform informal units
- ordering and comparing objects according to length.

### **Probability and Statistics**

Chance:

- classifying everyday events according to how likely they are to happen
- describe outcomes of everyday events as 'likely' and 'unlikely', 'certain', 'impossible'.



## ENGLISH

The Literacy program aims to enhance the students' speaking, listening, reading, writing and thinking skills. The program is designed to include a combination of whole-class activities, shared small-group activities and individual learning opportunities. Lessons often conclude with the students reflecting on and sharing what they have learnt with the whole class. The students will participate in a range of modelled, shared, guided and independent reading and writing practices.

### **Reading**

The students will be involved in learning experiences which will further develop reading skills, particularly through the use of narrative texts.

This term, the focus will be on:

- prediction – looking for clues about the story from the front cover, illustrations and blurb
- sentence context – using the knowledge of the text read so far
- reading with fluency and expression - the importance of following punctuation when reading aloud
- analysing what good readers do when reading.

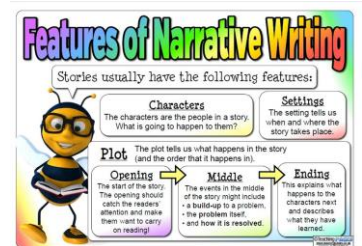


### **Writing**

This term the focus will be on:

- creating short imaginative texts which reflect knowledge and understanding of narrative text structures and language features

The student narratives will include an orientation (beginning), a complication (a problem to be solved), a resolution (a solution to the problem) and an ending.



### **Spelling**

A variety of spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers.

The spelling program consists of:

- high frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CVC words (consonant, vowel, consonant e.g. 'pig'. The focus is on short vowel sounds).



One strategy that will be focused on is the CHIMP method (chunking, investigating, making a picture in your head and practising) of spelling words.

### **Grammar**

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term the students will explore:

- nouns
- adjectives
- ending punctuation- '.', '?', '!'.

## **Speaking & Listening**

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be to:

- use appropriate language and vocabulary for appreciating and responding to texts
- explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- active listening skills, such as maintain eye contact, asking questions
- discuss how authors create characters using language and images.

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will be held weekly through this term.



Building on the learning from last year, the focus for this term will be:

- 'Bouncing Back' - bouncing back when things don't go our way
- 'Together Everyone Achieves More' - identifying strategies to improve teamwork
- 'Emotions' - identifying different emotions
- 'Empathy' - developing an understanding of empathy.

## **HOME LEARNING**

Home Learning includes completing tasks which include:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a letter pattern, e.g. 'oo' words
- practising number facts, e.g. times tables.

## **DIGITAL TECHNOLOGIES**

Digital Technology is the breakdown of messages, signals or forms of communication between the creating device and the receiving device. The students will be introduced to common digital systems and patterns that exist within the data that they collect.

This term the students will:

- explore common digital systems within the classroom and school, e.g. laptops, printers, iPads
- identify and explain the uses of hardware and software they will use, e.g. keyboard, screen, touchpad, mouse
- design and develop possible solutions to simple problems, e.g. design a paper plane that will fly more than one metre.



## **ITALIAN**

This term, the students will learn simple introductory phrases and questions such as, 'Come stai?' (How are you?) and 'Come ti chiami?' (What is your name?) These elements form the basis of simple Italian conversation.

A wide range of learning experiences has been planned including various role play activities, songs, purposeful games and tasks on the interactive whiteboard.

Signor John

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## LIBRARY

During this term's weekly library lesson the students will:

- revise the correct library procedures for borrowing and returning books as well correct care for its resources
- revise terminology: 'author', 'illustrator', 'spine', 'spine label', 'title' and 'blurb'
- explore the labels on book spines
- learn that picture fiction books are shelved in alphabetical order using the author's surname
- participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.



Tilla Ricci

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## 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 and an arpeggio on the glockenspiel and learn note names
- learn new songs from around the world
- be introduced to the ukulele, string names, notes and chords
- further explore percussion instruments and the rhythmic elements of music
- use imagination and experimentation to compose and improvise music using various percussion instruments.

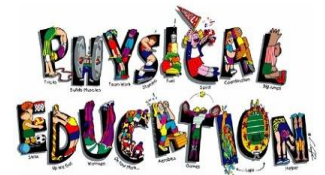
Simon Lewis

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## PHYSICAL EDUCATION

The students will:

- continue to learn about the importance of incorporating physical activity into their lives
- further develop their mastery of the fundamental motor skills of *run* and *catch*
- continue to develop their interpersonal skills by using teamwork skills in game situations, while practising the motor skills of *catch* and *run*
- practise skills needed to participate in the Twilight Sports carnival.



Our school Twilight Sports carnival will be held at Chelsworth Park on Wednesday 25 March. Please watch the newsletter for further details.

Janelle Baldwin

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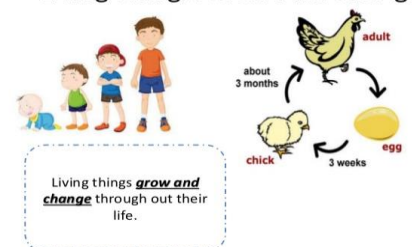
## SCIENCE

This term, the key focus is Biological Science.

The students will:

- develop their scientific literacy skills by making and recording observations about how living things grow and change over time
- identify how living things have offspring similar to themselves
- further explore life cycles when eggs and chicks from Henny Penny Hatching visit our Science room for two weeks at the end of Term 1!

Living Things: Grow And Change



Janelle Baldwin  
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## **VISUAL ARTS**

In Visual Arts this term, the students will be introduced to various art practices through our whole school focus on Australian animals; the events which have impacted on them, their environments and their survival. The students will be provided with the opportunity to develop their creative and critical thinking skills throughout the program.

The students' gathered knowledge will develop their understanding of their chosen subject matter and will help to enhance their ability to communicate their own ideas, understanding and representations, through different art forms. In small groups students will work collaboratively to create works that are part of the school focus in Visual Arts this year. Final works will be created using recycled 'everyday' materials along with materials from the natural environment.

Karen Mahoney  
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## **REMINDERS**

Tuesdays:

- Performing Arts
- Science
- Italian

Wednesday:

- classroom sport - sport uniform to be worn

Thursdays:

- Physical Education - sport uniform to be worn
- Visual Arts - art smock required
- Digital Technology

Friday:

- Library - library bag required

## **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>
Shrove Tuesday	Tuesday	25	February		
Ash Wednesday Mass	Wednesday	26	February	9:15am	MI Church
Volleyball Program	Friday	28	February		
Nude Food/ Zero Waste Day	Friday	28	February		
Lenten Liturgy Led by Years 5&6	Monday	2	March	11:45am	MI Church
Cyber Safety Parent Night	Monday	2	March	7pm	School Hall
Volleyball Program	Friday	6	March		
Labour Day Holiday	Monday	9	March		

Celebration of Learning	Wednesday	11	March	9:15-11am 2-3pm, 3:30-4pm, 5-6pm	Classrooms
Lenten Liturgy Led by Years 2/3 & 3/4	Friday	13	March	11:45am	MI Church
Ride to School Day	Friday	13	March		
National Anti-Bullying Day/Harmony Day	Friday	20	March		
Twilight Sports Students dismissed @ 1pm	Wednesday	25	March	4-7pm	Chelsworth Park
Holy Week Liturgy	Friday	27	March	11:45am	MI Church
End Term 1	Friday	27	March	3:30pm	

**CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

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