



Year 2 Curriculum Note and Class News **Term 2 – 2020**

Dear Parents/Carers,

Term 2 has begun with Home Based Learning whereby our learning continued however in a very different format. We congratulate our students and their families on the supportive way they have faced these challenging times, ensuring our community is safe and healthy. Our teachers look forward to the gradual return of their students throughout the term ahead. Below is an outline of what we will be covering in all key learning areas throughout Term 2 as we slowly transition from online learning into full weeks back at school.

Religious Education

The modules we will be studying this term are titled, “Lent to Easter” (with a focus on Easter) and “Prayer: How do we pray”?

Easter Unit

Students will continue to explore the themes of Easter in a creative and integrated way. Through participation and involvement in the module, students will gain an awareness of the stories, actions and symbols of the Resurrection of our Lord.

Prayer: How do we pray?

In this module, students will learn different types of prayers and different ways and reasons to pray. Prayers such as, “The Our Father”, “The Hail Mary” and Grace Before Meals will be studied. The children will look to the example of Jesus and the way he taught us to pray, through the study of ‘Jesus in the Garden of Gethsemane’ (Lk 22:44). Students will learn how they can communicate with God.

Important term dates to remember: Dates will be forthcoming as we transition back throughout this term. Please remember to read the newsletter and any updates for important information.

English

The children will be given opportunities to speak, listen, read and write every day.

Reading and Viewing

Reading groups take place daily in class and children are grouped and work independently or cooperatively whilst the teacher is instructing a focus group during instructional/guided reading. Developing strategies for reading unknown texts and comprehension strategies will be a focus of our reading group sessions this term. The students also take part in modelled, shared and independent reading daily. Each child is encouraged to have his/her own book/s (either brought in from home or borrowed from the library) to read independently each day as part of silent reading time. We will be reading “*Matilda*” by Roald Dahl each week. Whilst still transitioning from online learning, the students may access the Wushka website for their levelled readers. <https://wushka.com.au/login/>

Writing and Representing

Writing will be taught explicitly this term with a focus on informative and imaginative texts (Poetry, Information Report and Explanation). The children will be involved in construction of shared and independent texts. Grammar conventions and punctuation as well as elements of Spelling, are taught through writing. Structured writing templates may also be accessed on the Seesaw platform whilst completing online learning.

Spelling

The students are expected to use a variety of strategies when needing to spell words. We are continuing to demonstrate engaging ways to explicitly teach the five core spelling strategies. We want the students to think about patterns in our language as well as gain an awareness of what strategies they use. For example, referring to word banks containing themed words, word walls displaying frequently used words, finding and connecting the origin of base words and the 'Have-a-Go' strategy. Word list and spelling learning tasks are also included in our home based learning.

The five core spelling strategies that will be focused upon are:



Sound – focusing on sound



Visual – focusing on how words look



Meaning – thinking about word meaning



Connecting – making connections with other words



Checking – using live, print or electronic resources

Handwriting and Use of Technologies (I.C.L.T. – Information, Communication and learning Technologies)

The children will have the opportunity to practise their handwriting skills (N.S.W. Foundation Style) during explicit handwriting lessons. Correct posture and pencil grip will always be encouraged. We expect a high standard of bookwork from the children.

I.C.L.T. will be integrated into the classroom program via the use of classroom computers and iPads. The children will have access to the classroom computers to carry out learning tasks which will be integrated across the curriculum as well as other tasks related to other Key Learning Areas. These lessons will focus on developing the students' skills and knowledge in various computer software and applications as well as being able to utilise this software as a tool for learning. We have been very impressed with the positive way students have been accessing weekly Zoom conferences and uploading various pieces of work to our digital platform called, 'Seesaw'.

Speaking and Listening

Throughout the term, the students will be given opportunities to participate in a variety of speaking and listening learning tasks. As poetry will be a text type focus this term, the students will practice reading/reciting their poems out loud in small groups and to the class, they may also wish to video themselves reciting poetry.

Mathematics

In Mathematics, we use a variety of whole class, small group and individual instruction models at school. At times, students will be grouped according to their assessed learning needs. Explicit teaching of specific concepts are taught. Students then work independently or cooperatively. Often the teacher will be guiding a focus group. Learning tasks provide for a variety of learning styles, using concrete materials, technology and discussion.

Focus Topics to be covered this term include:

Patterns and Algebra

- Identifies patterns when counting by 1's, 2's, 5's and 10's
- Building number relationships by relating addition and subtraction facts to at least 20
- Uses the equal sign to record equivalent number relationships

Multiplication and Division

- Using a range of mental strategies for multiplication and division, e.g. Counting by 1s, 2s, 5s and 10s using rhythmic or skip counting
- Using concrete materials for multiplication and division, e.g. sharing collections of objects into equal groups or as equal groups in an array
- Recording multiplication and division problems using drawings, numerals, symbols and words
- Creating, representing and continuing a variety of number patterns and supplying missing elements in a pattern

Length

- Estimating, measuring and recording lengths and distances using metres and centimetres
- Measuring distance to the nearest metre and half metre

Area

- Describes the same area in terms of different sized informal units
- Compares, counts and orders two or more areas using consistent informal units
- Uses consistent informal units to estimate, measure and record area

Science and Technology

Physical World - How are forces used for a purpose?

(Forces - Push and Pull)

This unit explores the physical science associated with Pushes and Pulls: Forces. Students will have the opportunity to engage with a range of Interactive Learning Objects, conduct investigations and work technologically to demonstrate their understanding of the concepts involved.

Students will explore the effects of pushes and pulls in both on-line and off-line modes conducting various investigations into the application of forces in everyday life. This unit will also give a meaningful treatment of Aboriginal and Torres Strait Islander perspectives.

Personal Development/Health and Physical Education

Including Everyone - Why is it important to be inclusive of others?

5 weeks (Weeks 1 – 5)

This unit will be continued from last term. The students will explore the importance of including other people, the types of strategies to allow for this to happen as well as positive strategies to approach other people and be included. We have also added home safety tips in our online learning whilst being at home.

Child Protection - Why do we change? How can I protect myself in different situations?

5 weeks (Weeks 6 – 10).

Throughout this unit, the children will explore how their safety depends on the environment and the behaviour of themselves and others.

Physical Education

The students will participate in a **P.E.** lesson with Mrs Munro every **Thursday**.

Extra Physical Activity with the Year 2 class teachers will take place on **Monday for both classes** with a focus on game skills.

History

We will continue our unit from Term 1, *'The Past in the Present'*. Students will be engaged in thinking and research opportunities to develop their understanding of how technologies and family life have changed over time.

Creative Arts

The students will participate in a variety of learning tasks in Visual Arts. This will include Art Appreciation as well as exploring various media used in artwork and the opportunity to develop their skills. At times, the work will correlate with our History and Religion Units. Students will be participating in a weekly Music/Drama lesson with Ms Rudd each **Thursday**.

Library

Library lessons are held on **Tuesday for 2 Blue** and **Wednesday for 2 Green** with Mrs. Harrison. The children are required to have a library bag to borrow books.

Homework

When classes resume full time, homework will be given on a Monday and this will need to be completed by Friday morning. The Mathletics online homework will continue throughout the term as well. Homework also includes daily reading and sometimes an extra learning task from another subject area (this will be sent home in a sheet format).

Yours sincerely,

Sam Cahill, Sue Neasmith & Martha Butler

