



## IMPORTANT DATES

### Labour Day

Monday 12th March

### PYP Community Evening

Thursday 22nd March (4pm - 7pm)

### School Photographs

Monday 26th March to Wednesday 28th March

### Year 2 Sleepover

Wednesday 28th March 2018

### Last Day of Term

Thursday 29th March

## YEAR 2 CURRICULUM OVERVIEW TERM 1 2018

Dear Parents and Carers,

The Year 2 students and teachers have settled into their new surroundings and are adapting to their new classrooms and play spaces. They have demonstrated enthusiasm and commitment towards their learning and have been taking all opportunities to grow as a learning community.

The children and teachers focused on “Learning to Learn” in the first four weeks of this term. The children explored their strengths as learners and formed their class essential agreement as they developed as a community of learners. Teaching students how they learn helps students develop transferrable skills which will contribute to lifelong learning. The teachers developed an understanding of your child as a learner, their motivation and used this time to connect with each child’s thinking. Students are beginning to set personal learning goals for all areas of the curriculum using the Alamanda Learning Continua based on the Western Australian First Steps Continuum. Learning goals were defined in reading, writing, spelling, oral language and mathematics.

Parallel to the “Learning to Learn” program the students and teachers developed the first Unit of Inquiry for the year using a ‘negotiated curriculum’ approach developed by James Beane and Barbara Brodhagen. This approach provides the students with choice and a voice to connect them with their learning. The negotiated curriculum model is based on students’ own questions about themselves and about the world and on teachers’ understandings of questions the “world poses to students”. This integrated curriculum model is also “coherent” in that it reflects the natural relationship between different disciplines of knowledge. The students identified questions or wonderings they had about the world and with their teachers of linked these wonderings to the IB concepts and developed “Central Ideas” to explore further. This process promotes student agency, ensuring their interests are being addressed to engage students with curriculum and link with teaching and learning contexts. Each of the classes organised their questions, presenting to others and developing commonalities across their year level. The teachers and students then linked these concepts to a Transdisciplinary Theme and Central Idea as a basis for the 2018 Primary Years Programme of Inquiry.

### SCHOOL ASSEMBLY

The children will attend Year 2 – 6 Assembly with their timetable grouping, each week in the “Great Space.” Assemblies start next week.

Timetable A – Tuesday at 8:40am including 2A, 2B, 2C, 2D, 2E.

Timetable B – Wednesday 8:40am including 2G, 2H, 2I, 2J.

Timetable C – Monday 12:00pm including 2F, 2K, 2L, 2M, 2N.

Parents and carers are welcome to attend. The School Assembly is an opportunity to focus on the effort and achievements of the students as they develop their Learner Profile and Attitudes. All children receive daily recognition for their effort and the awards at Assembly form part of this recognition.

### Year Two Teaching Staff

2A – **Mark Crossett**

2B – **Jessica Cook**

2C – **Hannah Liacopoulos**

2D – **Liane Gomez**

2E – **Jai Hayes**

2F – **Mili Nenadic**

2G – **Jessica Stellini**

2H – **Erin Beardsley, Acting Teaching Specialist**

2I – **Allison Gatt**

2J – **Samuel Wight**

2K – **Jaymee Stigwood, Acting Leading Teacher**

2L – **Emily Adamek**

2M – **Laura Hawes**

2N – **Molly Elford**

Literacy Support – **Amanda Wolaniuk**

Education Support Staff – **Anita, Aaron, Mamode, Noah, and Warren**

Assistant Principal – **Helen Welsh**



## CURRICULUM

### LEARNING TO LEARN IN THE CLASSROOM

The children and teachers focused on “Learning to Learn” in the first four weeks of this term. The children explored their strengths as learners and formed their class essential agreement as they developed as a community of learners. Teaching students how they learn helps students develop transferrable skills which will contribute to lifelong learning. The teachers used this time to develop an understanding of your child as a learner, their motivations and connected with each student. Learning goals were defined in reading, writing and numeracy.

Parallel to the “Learning to Learn” program the students and teachers developed the first Units of Inquiry for the year using a ‘negotiated curriculum’ approach developed by James Beane and Barbara Brodhagen. This approach provides the students with choice and a voice to connect them with their learning. The negotiated curriculum model is based on students’ own questions about themselves and about the world and on teachers’ understandings of questions the “world poses to students”. It is also “coherent” in that it reflects the natural relationship between different disciplines of knowledge. It is an integrated curriculum model.

The students identified questions or wonderings they have about the world and with their teachers linked these questions through themes to the Primary Years Programme concepts and developed “Central Ideas”. The classes organised their questions, presenting to others and developing commonalities across the year



## PRIMARY YEARS PROGRAMME

### Inquiry 1: Who We Are

This Unit of Inquiry commenced after the “Learning to Learn” program and continued until the end of Term 1. The details for the Unit of Inquiry are:

#### Transdisciplinary Theme: Who We Are

**Central Idea:** The effective interactions between human body systems contribute to health and survival.

**Key Concepts:** Function (How does it work?), Connection (How is it connected to other things?) and Responsibility (What is our responsibility?)

#### Lines of inquiry:

- Body systems and how they work
- How body systems are interdependent
- Impact of lifestyle choices on health and survival

We have been asking our students wonderings (questions), and through their wonderings we have been discussing areas of interest for our students. This has led to our first Inquiry, with the Central Idea being “The effective interactions between human body systems contribute to health and survival”. Throughout this inquiry, we have been exploring the systems which make up the human body, along with how they are connected to each other. Students have also inquired into how the systems benefit and impact our health and survival. We have shared many interesting artefacts and resources, which have been able to extend

our thinking as a class and also as a Year 2 cohort. If any parents have any connections to our Unit of Inquiry, please contact your child’s teacher to they would like to invite you into the class as a guest speaker to share your knowledge.

## MATHEMATICS

In Numeracy, we have been inquiring into a range of mathematical concepts derived from the Victorian Curriculum. Student voice has influenced the direction of mathematical learning, providing meaningful learning opportunities. During the term we have challenged our learning by working fluidly within individual and group settings. This has allowed us to immerse students into the Primary Years Programme and to connect and build on our curiosity within the Unit of Inquiry. We have been exploring a range of open ended questions that build upon and use both mental strategies and concrete materials. Throughout the term we have continued to challenge ourselves by displaying commitment and dedication when working towards our personal learning goals.

**Number and Algebra:** the teaching and learning focused upon:

#### Place Value:

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences
- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting

**Statistics and Probability:** the teaching and learning focused upon:

#### Data Representation and interpretation:

- Identify a question of interest based on one categorical variable. Gather data relevant to the question (VCMSPI26)
- Collect, check and classify data (VCMSPI27)
- Create displays of data using lists, table and picture graphs and interpret them (VCMSPI28)

**Reading:**

Guided Reading is the instructional practice being used in all classes, with students participating in small reading groups based on each student's point of need. In these small groups, the teachers are able to focus on student's individual reading goals, which will further their ability and skills while on their journey to becoming fully proficient readers. These groups will be changed throughout the year based on the needs and individual learning goals of each student. This will also help to create and foster a love of reading.

To assist students in developing their ability to comprehend texts, we have focused on the strategy of summarising texts in many formats, such as non-fiction and fiction, as well as the skill of taking personal notes to assist in the recognition and recall of important facts. We recognised these skills as important strategies to drive our Unit of Inquiry as students were able to comprehend texts about the human body systems and summarise important facts to help them gain knowledge and further their understanding of the Central Idea. In the classroom, teachers and students have been placing a large emphasis on the inability to read independently.

Students have been developing the skill of reading independently by choosing a 'just right book' to ensure the text maximises their learning. A book is 'just right' when it has two to three unrecognisable words per page, students can retell the story and it is read with fluency.

**Students will:**

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purposes will:
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams
- Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives
- Analyse how different texts use nouns to represent people, places, things and ideas in particular ways
- Read familiar and some unfamiliar texts

with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting

- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

**Writing:**

Using the lens of the Unit of Inquiry, the students decided that they would need the skill of being able to describe the form and function of the different body systems. This led us to determine that an investigation into explanation texts would assist them in their ability to become proficient writers. Together we explored the purpose of an explanation text (how or why something works), along with the associated text features. The students were encouraged to bring any interesting texts into class to share with their peers.

**Students will:**

- Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose
- Reread and edit text for spelling, sentence-boundary punctuation and text structure
- Construct texts featuring print, visual and audio elements using software, including word processing programs
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position

**Spelling:**

Spelling has been seamlessly embedded throughout the Unit of Inquiry. We have been unpacking word investigations such as dependable rimes, blends, prefixes, suffixes and have investigated the use of letter-sound relationships to build upon our word walls. We have been broadening our understandings of new vocabulary associated with human body systems and throughout our unit of numeracy.

**Speaking and Listening:**

We have given students the opportunity to share and discuss their ideas, thoughts and experiences with their peers through the presentation of their artefacts based on the Central Idea. They have been developing their communication skills through presentations. Students have had the opportunity to participate in shared learning groups allowing for rigorous discussions and the sharing of opinions and ideas.

We will:

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose
- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props

## HOMEWORK

Students have been actively participating in the Year 2 homework program and we have been thrilled to see this level of interest and engagement. Homework is a form of revision and practise of learning that has already occurred within the classroom. It is a tool used to support and consolidate student understanding of known concepts. Parents involvement in homework is greatly appreciated and encouraged by all year 2 staff and helps to deepen knowledge of various concepts. Homework is to be completed between Tuesday and Wednesday (9 days) and returned to the classroom teacher on the following Thursday. If there are any concerns and questions regarding the process of homework please speak with your child's classroom teacher.

Thank you for all of your support and assistance this Term. We are excited and eager to continue learning and working together in Term 2.

Kind Regards,  
The Year 2 Team 2018

## ART

Working towards Level 1, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students describe artworks they make and view, including where and why artworks are made and viewed. Students explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create. By experimenting with different materials, techniques and processes students make artworks in a range of art forms.

This Term in Art, we are exploring how people express their cultures through art, storytelling and traditional games. The Grade 1 students have been investigating the history and significance of Greek culture, through understanding aspects of Greek mythology and the ancient Olympic games. Grade 1 students will be particularly inspired by the ancient symbolism of the olive wreath and the Greek Goddess, Medusa.

To demonstrate their understanding, students will create their own collaborative paper olive wreath made from different green watercolour hues. Students will also exercise their growing knowledge of colour theory and painting by creating 'hot' and 'cold' mixed media artworks, inspired by Greek Goddess, Medusa. In doing so students will build upon their art skills by using a range of materials and watercolour painting techniques.

The PYP Learner Profile has also been incorporated into our everyday art room routines and the students understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

## PHYSICAL EDUCATION

The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. The content



enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older. The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform in a range of settings, including indoor, outdoor and aquatic. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams. Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence during movement activities.

Term 1 will commence with a two week introductory unit in Physical Education for 2018. During this time, each class will develop their essential agreements, which will incorporate the PYP learner profiles and attitudes. Along with this, students will also participate in cooperative team-building games to get to know their classmates better.

Focus will then shift into a two week Run and Spatial Awareness unit, where students will become more aware of the importance of 'personal space' and what it means to be spatially aware. Students will learn about how speed, direction and placement is altered when we are moving. They will do this through games that promote inquiry, and the recognition of where we are in space. Following this unit, students focus will shift to Skipping, Jumping and Hopping. During this time, students will partake in games and activities concentrating on agility, balance and coordination.

The final four weeks of term the students will participate in a Perceptual Motor Program (PMP). In the PMP, students will develop their gross and fine motor skills through the completion of targeted circuits. The PMP also improves cognitive function, this is

through the completion of activities that stimulate all five senses through movement. This in turn improves a student's focus and concentration, which can be used as a basis for future formal learning.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

Thank you,  
PE Team

## LOTE



At Level Two, students are continuing to develop their understandings of the elements that are involved in the Chinese language, and their awareness of Chinese culture. They are able to recognise that Chinese is a major community language in Australia, and understand how different languages are used to communicate and participate in cultural experiences. Students can identify similarities and differences

between Chinese and Australian contexts, language, and culture.

Through an inquiry into the Spring Festival, also known as Chinese New Year, students will deepen their knowledge of Chinese customs and traditions through the use of storybooks, videos, and authentic materials. They will learn about the various stories and legends behind the origins and the traditions of the Spring Festival, and make comparisons about how the Spring Festival is celebrated with their own knowledge of cultural or family festivals and holidays. To practise their Chinese speaking skills, students will be introduced to some key vocabulary words relating to the Spring Festival, and learn two common Chinese New Year greetings. A key focus for students will be on the tradition of giving and receiving red envelopes. Through this, students will learn about important colours and symbols in Chinese culture, and have the opportunity to use this new knowledge to design and create their own red envelope. As thinkers, they will reflect on what they have learnt about the red envelopes and Spring Festival.

Throughout Language lessons, students

are encouraged and supported to inquire, think, communicate, and cooperate respectfully. A wide variety of resources are incorporated into the classroom to engage students in the learning experiences. The approaches to learning are embedded in the teaching and learning activities in order to support students to become risk-takers and responsible learners.

## DRAMA

In Year Two, students begin to select, arrange and make choices about ways of using arts elements, principles and conventions as they investigate the use of dramatic skills and techniques. During the 13-Week Drama program students explore dramatic elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story.

During our first focus for the program, the Year Twos will inquire into Indigenous Australian culture through theatre. Students will research different stories important to Indigenous Australians, and how performance is used to tell them,



students will explore the culture on stage. Working collaboratively, each student will create and present their own unique performance based on a story of their choice.

To create these performances, we work creatively to explore character, setting and plot. Students will demonstrate an ability to select, arrange and express new ideas cooperatively. Students work on expressing stories both verbally and using body language to create interesting characters, done through improvisation, teamwork and performance planning and presenting. Students are encouraged to respond to performances as an audience member, expressing what they enjoy and why, identifying intended purposes and meanings of other's presentation.

We use the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students are encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

## MUSIC

Students in Year Two have the chance to explore musical ideas using voice, instruments and body percussion and further their knowledge by improvising and practising a variety of songs and rhymes. During the 13 Week Music Program they will also rehearse and perform songs that communicate themes to an audience as well as respond to music and communicate their thoughts on where and why people perform music.

Our first focus for the year revolved around who we are. We looked into how people use music to communicate who they are by researching songs specific to this topic before they practice and rehearse songs celebrating who they are. The second half of their rotation focused on repertoire focusing on where we are in place and time. Our students work on their performance skills and collaborate together as a team by performing songs specific to a certain location and place in history.



We use our PYP Learner Profiles to further our students' skills by becoming more knowledgeable through the introduction of new song material and open minded to the repertoire that they might not be familiar with.

## FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 2 students have the opportunity to create design solutions in Food Technology. Students inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation,

perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students draw, model and explain design ideas.

Students are engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

