



## YEAR 2 CURRICULUM OVERVIEW TERM 1 2019

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 are focused on exploring curiosity and student voice in order to develop self-motivated, and engaged learners. Curiosity and learning go hand in hand. When children engage and use intellectual curiosity to drive meaningful learning, new learning and knowledge is enhanced in the brain and more often moved to long-term memory.

Within this process, 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 2019 Primary Years Programme of Inquiry.

Throughout the year the children will continue to explore their strengths as learners and form class essential agreements as they develop as a community of learners. Teaching students how they learn helps students develop transferrable skills which will contribute to lifelong learning. The teachers are developing an understanding of your child as a learner, their motivation and have used the first weeks of school 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 are being defined in reading, writing, spelling, oral language and mathematics.

### SCHOOL ASSEMBLY

The children will attend Year 2 – 5 Assembly with their timetable grouping, each week in the "Great Space." Assemblies start next week.

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

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

Timetable C – Friday 8:40am including 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

### UNIT OF INQUIRY

#### Inquiry 1: **Sharing the Planet**

We have begun our first Inquiry of the year, which will run for a total of six weeks. The details for the Unit of Inquiry are:

**Transdisciplinary Theme:** Sharing the Planet

**Central Idea:** Systems of living things may be complex yet fragile

**Key Concepts:** Causation (Why is it like this?), Connection (How is it connected to other things?) and Form (What is it like?)

#### **Lines of inquiry:**

1. Characteristics of habitats
2. Characteristics and classification of living things
3. Living things are interdependent
4. Factors have a varying impact on the population of an ecosystem

#### Year Two Teaching Staff

2A – **Erin Beardsley**

2B – **Sarah Barker**

2C – **Laura Hawes**

2D – **Liane Gomez**

2E – **Sam Wight**

2F – **Jessica Cook**

2G – **Ellin Tideswell – Acting Leading**

**Teacher/ Learning Specialist**

2H – **Shannon Sebek**

2I – **Jai Hayes**

2J – **Eliza Wood**

2K – **Emily Adamek**

2L – **Isabella Costa**

2M – **Mark Crossett**

2N – **Molly Elford**

Literacy Support – **Amanda Wolaniuk**

Classroom Support – **Mili Nenadic**

Education Support Staff – **Tara, Sonny,**

**Christine and Madelaine**

Assistant Principal – **Helen Welsh**

We have been asking our students wonderings and developing an understanding of their prior knowledge, and through this process of stimulating interest and building on prior knowledge we have been inquiring into areas of interest for our students. This has led to our first Unit of Inquiry, with the Central Idea being “Systems of living things may be complex yet fragile”. Throughout this Unit of Inquiry, we have been exploring the system of systems involved with living things including classifying living things by the Linnaean system, habitats and the connection between living things and inquiring into the food web.

We are beginning to have many interesting artefacts and resources being shared, which we are using to ignite curiosity and thinking within our classes and also as a Year 2 cohort. If any parents have any connections to our inquiry, we would love to hear from you regarding this or any inquiry we may partake in the future.

### INQUIRING INTO 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 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.

Students will explore the following in:

#### Number and Algebra

##### 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

##### Data Representation and interpretation:

- Identify a question of interest based on one categorical variable. Gather data relevant to the question (VCMSP126)
- Collect, check and classify data (VCMSP127)
- Create displays of data using lists, table and picture graphs and interpret them (VCMSP128)

### INQUIRING INTO ENGLISH

#### Reading:

We have commenced guided reading in our classes, with students participating in small reading groups based on student point of need. In these small groups we 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 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 we have been placing a large focus on our ability 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 read the story using the punctuation to support fluent reading.

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:

Students will begin to investigate and create their own Narratives. Students will read a range of different stories and non-fiction texts based on living things, providing students with detail and information about habitats and animals, as well as different characteristics. Students will learn about the structure of Narratives, including setting, characters, complication and solution. They will investigate how this structure is used and then call upon this knowledge to create their own Narratives. Students will have an opportunity to inquire into different writing devices used when creating Narratives, including the use of metaphors, similes, personification and onomatopoeia.

Spelling has been seamlessly embedded throughout the Unit of Inquiry. Students are continuing word investigations such as compound words, dependable rimes, blends, prefixes and suffixes. They have also investigated the use of letter-sound relationships to build upon our word walls. We have been broadening our understandings of new vocabulary associated with living things including scientific language.

Students will:

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose,
- Understand poetry is a unique way to communicate and describe feelings, sensory images, ideas or stories
- Understand that simple connections

can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction.

- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words.
- 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.
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.
- Draw connections between personal experiences and texts, and share responses with others.
- Discuss similarities and differences between the texts being read and link to their writing.
- Analyse how different texts use nouns to represent people, places, things and ideas in particular ways.
- Understand and use the language features of a narrative e.g. strong verbs, nouns, adverbs and adjectives
- Reread and edit texts for spelling, sentence-boundary punctuation and text structure
- Create events and characters using different media that develop key events, settings and characters from different literary texts
- Construct texts featuring print, visual and audio elements using ICT.

Students will be supported through the Writing Process of pre-planning (using their Writer's Notebook), Planning (using a range of graphic organisers), Drafting, Revising/Editing and Publishing, both by hand and digitally.

### 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.

Students 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 takes the 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 the conversations had regarding homework 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 to 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 throughout the year.

Dare to be Wise!  
The Year 2 Team  
2019

### ART

At Level 2, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms

In Term 1, we will explore how cultures create art to understand their place in the universe. The Grade 2 students will explore the colourful, bright and patterned qualities of Mexican folk art, particularly focusing on the Alebrijes sculptures. Students will learn of the Alebrijes and how such folk art traditions have become symbolic icons of Mexican culture. Students will investigate how Mexican folk artists employ bold and contrasting colours and intricate patterns in their work. To demonstrate their understandings, the Grade 2 students will be learning a variety of clay, sculpting and painting techniques to create clay birds that respond to their exploration of Mexican Folk Art.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to 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, risktakers, 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.

To begin the term, students from grade two will participate in a 3-week unit on Catching and Throwing. The focus will be on the coordination and the timing of the movement required to throw and catch. Students will be aiming to build confidence while performing in a range of locomotor activities.

In the following 3 weeks, students from grade two will be introduced to a 3-week unit on the two-handed strike. The focus will be on the coordinated movement required to strike a ball, and the timing of the movement. Students will explore its use in different forms in many games. Students will learn that the basic body actions of two-handed striking remain consistent as the skill is adapted to suit a range of activities.

In the final 2 weeks of term, students will participate in a unit of Aussie Rules Football. There will be a strong focus on developing their fine, gross motor skills and hand-eye coordination to reach competency in the fundamental motor skills of the punt.

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.

## LANGUAGE

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.

## FOOD TECHNOLOGY

During Food Technology this term, students in Grade 2 will continue developing their knowledge of safety in the kitchen. They will commence with knife skills, practicing the claw and bridge grips using butter knives. Students will constantly engage in the importance of being hygienic around food as they practice cleaning up their work stations and washing their hands. They will explore flavours from different parts of the world, as we explore 'Street Food' from different cultures. Students will also be celebrating the Chinese culture. In term 1, they will recreate food that is traditionally prepared during the Chinese New Year as they welcome in The Year of the Pig. As students explore different cuisines they will continue to develop skills like folding, cutting, mixing and many more. Additionally, students will learn and understand basic first aid.

Students will inquire into environmental sustainability, by considering the effects or impact

our food choices have on the environment. For instance, buying fresh local fruit and vegetables to reduce the environmental impact of transporting imported foods.

Throughout every Food Tech 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 maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech. However, students also learn about dietary requirements as they become more knowledgeable about food allergies and cultural or religious dietary needs.

Students will have an opportunity to design their own recipe after several weeks of exploring tastes from different cultures. In designing their recipe, students will be guided by their teacher as they consider the environmental impact in their design. They will use their newly gained knowledge of the different flavour combinations and design a recipe.

Students will have many opportunities to work collaboratively and use/stay safe around the different technologies in the kitchen, knives, ovens, frying pans, stove tops, chopping boards, toasters, and other utensils as the term progresses.

## ROBOTICS

At the Grade Two Level, students develop 21st century skills and knowledge. They will learn what coding is, and how to use basic coding commands, through applied robotics and hands on learning. The foundation is laid for students to become competent thinkers and confident problem solvers.

Students will learn the fundamentals of coding, such as sequences and loops and introductory robotic skills. Students will learn how to run simple programs using block coding. Throughout the program, students will be exposed to a variety of cutting edge robotic devices and coding applications. Lessons will encourage active learning through creative problem-solving tasks. Room will be allowed for students to explore and to develop their curiosity and questioning skills. They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences. Students will be supported to take risks in their inquiries, and learning, by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning via regular involvement in reflection, to actively determine their next learning steps.