Dear Parents/Guardians

Welcome to Term Two. We hope that you had an enjoyable and restful break and are ready for another new and exciting term. Firstly, we would also like to thank parents for their assistance in the fundraising Walk-A-Thon, held at the start of Term. This school community event enabled us all to take action and demonstrate a balance of physical activity and learning. Monies raised went towards improving the surrounding areas around the school.

The second inquiry on emotions will run for about five weeks and will incorporate understandings explored throughout our “Learning to Learn” and “Who am I” which were undertaken in Term One of 2013. This emotions inquiry will be linked to the values based elements that underpin the Primary Years Programme. A specific focus on the Learner Profile of being balanced and caring along with further explorations into the related attitudes of tolerance and respect will be investigated throughout this inquiry. This inquiry will also be intertwined throughout all curriculum areas to gain a greater understanding of the transdisciplinary theme of ‘How We Express Ourselves’. The key concepts of causation (why is it like it is?) and change (How is it changing?) will be used to drive this inquiry. The central idea to be addressed throughout this interpersonal inquiry will be: Time and place can cause a range of emotions. This Is An Inquiry Into: Different emotions that people feel. The cause of people expressing different emotions. How time and place can change the emotions that people feel.

The following teacher questions aim to guide this inquiry and facilitate deeper thinking. What affects the way people feel? What emotions do we have? How do we express our emotions? How can we manage our emotions? How can we help others manage their emotions? For the remainder of the second term (six weeks) students will be introduced to the third inquiry. This science based inquiry on Plant Conservation, will examine an aspect of the transdisciplinary theme of ‘Sharing the Planet’. An excursion to the Royal Botanical Gardens has been organised for Week 7. The central idea for this inquiry is as follows: Plants are important to our world and our survival. This central idea will be used to guide students in obtaining an enduring understanding of this inquiry. This Is An Inquiry Into: Our responsibility towards plants. Human dependence on plants. Taking action to ensure the survival of plants. Curriculum Priorities English Maths Health and Well-being Science. The following teacher questions aim to guide this inquiry and facilitate deeper thinking. What is our responsibility towards plants? How do we depend on plants for survival? How can we take responsibility for plants? This inquiry, focusing on thinking skills and research, will incorporate further investigations into the PYP Attitudes of respect and commitment along with related aspect of the Learner Profile of being reflective, principled and caring. The key concept of Responsibility (what is our responsibility?) will be used to facilitate deeper thinking. More information will be sent home outlining this inquiry in the near future.
In the domain of English, teachers will continue to use goal setting and reflection on these goals to cater for individual needs and as a means of focussing on student strengths and weaknesses. Goals already set by students throughout Terms One and Two; will be reviewed during three way conferences, half way through the year. The English continua of Reading, Writing, Oral Language and Spelling has been introduced and teachers have guided students with choosing aspects of the continua to aid in individual improvements in areas of literacy, through the use of child friendly language and setting whole class goals for all students to discuss and refer to. The English continua are also continually being used by teachers in order to plan and assess students’ learning and to assist students to continue progressing.

In the domain of writing, Explanation writing will be introduced and linked to our emotions inquiry. Students will be given opportunities to use this writing style to explain how a range of emotions affects us and others. This style of writing will be used to facilitate our inquiry investigations into places and memories that cause emotions. Report writing, building on the students' understanding of descriptive language will be used to tune students into our plants inquiry. The Procedure writing style will also be introduced and linked to our third science based inquiry on plants. Procedures related to scientific experiments conducted, containing descriptive language and science subject specific language will be explored as a means of examining related inquiry transdisciplinary theme understandings of ‘Sharing the Planet’.

The writing foci for this term will include the following:

- Including relevant detail in recounts, explanations, reports and descriptive writing pieces by using discussion, artefacts and thinking curriculum tools.

- Transferring words encountered in discussions and or literature to writing.

- Participation in group brainstorming activities to collect ideas and information before writing.

- In consultation with teacher, sets personal goals for writing development.

- Transferring knowledge of text structure to writing.

- Begins proofreading for errors throughout all writing tasks.

- Writes a title that reflects content.

Independent writing sessions will also enable students to take responsibility for their writing pieces, all which have an authentic purpose. As personal writing styles are being developed, students will be instructed on correct letter formation and suitable letter sizing in accordance with the dotted thirds writing paper. Students will continue to have handwriting sessions that are stand alone and or incorporated throughout other areas of the literacy program. These sessions will focus on writing legibility, using correct pencil grip, correctly forming letters and developing pride in the presentation of written work.
In the dimension of **Reading**, frequent independent reading will continually occur, where students have the opportunity to choose “just right books” (books that they can read by themselves) as a means of showing independence. Reading the entire book and therefore, showing commitment and practising and discussing reading comprehension strategies of predicting within whole class, shared and guided reading groupings.

The Di Snowball reading comprehension strategy of **visualising** (mental imagery improves comprehension, memory, and interpretive understanding of text) and **text structure and features** (they are able to identify the features of each text type and therefore predict how to read more effectively) will be introduced, modelled and explored throughout the use of discussion and a range of text types.

The Premier’s Reading Challenge is being completed by all grade two students as a means of exposing students to a range of quality literature and to encourage enjoyment and success in the area of reading. The Premier’s Reading Challenge can be completed at home, in the classroom and through visiting local libraries. Ask your child’s teacher for more information.

During our reading sessions teachers will focus on the following:

- Reflects on own word identification strategies.
- Talks about ideas and information from informational texts, making links to own knowledge.
- Is beginning to use self-correction as a strategy.
- Identifies the main topic of a story or informational text and supplies some supporting information.
- Talks about characters in books using picture clues, personal experiences and the text to make inferences.
- Sub-vocalises when reading difficult texts.
- Can talk about strategies used at the sentence level.
- Make comparisons with other texts read or viewed.
- Reads for a range of purposed, e.g. for pleasure or information.

Spelling will continue to be integrated through the reading and writing program. Students will revise commonly spelt words, the reading writing and automatic recall of these words throughout the literacy program. Teachers will model through explicit teaching of words with regular spelling patterns. They will link unknown words to current inquires and apply word knowledge from literature to aid in the purposeful examples of how words work. The use of classroom literacy resources such as: personal dictionaries, charts, word walls and “have a go” strategies will continue to be encouraged and used as a form of independent investigations into words of interest and unknown words. Other areas of focus will include:

- Investigations into simple homophones and homonyms.
- Self confidence as a writer and speller.
- Willing to use a range of resources to aid with spelling.
Within Oral Language students will have opportunities to complete informal and formal presentations related to inquiry learning, through explanations of artefacts, discussion of student questions and listening to information and concepts investigated through elements of the literacy program and through other key learning areas of the curriculum. Partner, collaborative and mixed ability groups will be used for role plays and other links to a focus on specific Learner Profile of being balanced and caring along with the Attitudes of being respectful and tolerant of other peoples’ emotions.

Strategies for speaking and listening in individual and group situations will include taking turns as speaker and listener, responding to the classroom essential agreement of expectations of polite behaviour and inquiry and literacy based foci as outlined below:

- Categorise objects, people, places and events.
- Using language to describe similarities and differences.
- Uses tone, volume, pace and gestures to enhance meaning.
- Takes into account audiences and purpose when speaking.

Within the domain of Mathematics, Number will continue to be a focus. Reading, writing and using a range of materials to make accurate representations of number amounts to three digits will be explicitly taught and students will have opportunities to explore and compare numbers throughout different contexts. The continued use of small guided groupings to use concrete materials to model place value understandings to three digits will occur, along with the introduction of addition and subtraction equations of a two digit nature using the vertical format.

Also in the area of Number a focus on Fractions, linked to Time understandings will be introduced and explored. Fractions will also be investigated in conjunction with work on Symmetry. Words, numbers and pictures related to fraction understanding will be investigated through “hands on” activities. Students will have opportunities to make a range of basic and more challenging fraction parts of a whole. To extend students fractions of a group and fractions related to design for inquiry learning will be introduced.

The Mathematics format of whole class warm up, to get students’ mind thinking about mathematics, whole class focus on a key concept of mathematics and reflection on what has been learnt will be implemented by teachers. We aim to get students more enthusiastic about mathematics and to cater for a wide range of abilities through the use of concrete materials, mental strategies and open-ended questioning and tasks.
In Term Two students will be introduced to the mathematics strand of **Measurement, Chance and Data** through the basic collecting, representing and interpreting of a range of data directly linked to areas of interest and investigation into our emotions inquiry. Extension of these processes to encourage students to complete graphing tasks more independently will also occur throughout Term Two. **Length** concepts using informal notation will be another focus of this strand of mathematics through the use of concrete materials leading into investigations into the use of the formal recording of different length amounts.

Another mathematical strand of focus this term will be **Space** through the introduction of explorations into a range of three dimensional shapes. Investigations into the features, numbers of sides, corners, faces and locating these shapes in the environment will be investigated. Initial explorations will build on the two dimensional shape understanding students have from the Term One focus. Again, “hands on” aspects of drawing, constructing, labelling, observing, making models and comparing shapes will be used to broaden students’ understanding of three dimensional shapes.

During the introduction of the third inquiry, throughout Term Two, students will be introduced to **Time** concepts. They will be given opportunities to read, draw and sequence o’clock and half past times on analogue and digital clock faces. Work with calendars and seasons will also be used to aid in a deeper understanding of aspects of this inquiry and purposeful real life links to the importance of time in everyday situations.

**Mathletics** is now an integral part of our mathematics program in our classrooms. Encouragement of the Mathletics program will continue with all students in the grade two learning community. The manner in which Mathletics is being used in each classroom is at each teacher’s discretion. Some classrooms are using this independent ability based program as part of guided mathematics groupings, to cater for individual needs and goals, as part of personal learning time, as revision of a key concept taught in the classroom and or as part of Home Learning Tasks. Please support your child with Mathletics at home. If you have access to the Internet, encourage your child to have a go.
Reflections
Teachers will continue to use a range of assessment tools throughout all areas of the curriculum. Students will be asked to reflect on completed tasks in verbal and written form. They will be guided in the choosing of work samples for their individual portfolio that is a reflection of their learning throughout the curriculum. Teachers will introduce, model and demonstrate the reflective writing genre using sentences starters and explicit links to the Learner Profile of the PYP programme.

PHYSICAL, PERSONAL AND SOCIAL LEARNING:

Teachers will continue to reinforce the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development with particular emphasis on the Learner Profile. The PYP Learner Profile is Attitudes and traits that characterize students with an international perspective. In Term One, each class constructed an essential agreement based on the Attitudes, which was written as a whole class document. The essential agreement is a constructed by students with guidance from the classroom teacher as to how they will interact with each other and work in a learning community. Accompanying the essential agreement, all of the attitudes have explicit statements as to how they will look in the classroom when acted out. Students will continue to abide by the essential agreement so that their classroom runs smoothly and in an orderly manner.

INTERDISCIPLINARY LEARNING:

Mind Mapping will continue to be used as a learning platform to encourage and foster whole brain thinking, visualisation and memory. In addition, we will be using a number of graphic organisers and thinking tools to support this concept. These include: Direct Attention Thinking Tools such as: P.M.I. chart to compare plus (good), minus (bad) of different emotions as related to our second inquiry. Venn Diagrams, Y-charts and DeBono’s Six Thinking Hats will also be reintroduced; especially the red hat and its relationship to emotions.

In the domain of Information and Communications Technology (ICT) students will have opportunities to publish their writing and be guided in the use of Search Engines to inquire about facets of our inquiry using the Internet. The students will be guided in their explorations of some basic websites related to the two inquiries of focus for this Second Term and as a means of supporting a variety of domains within our classrooms.

We look forward to maintaining a close partnership with you and your child.

Mr. Gerald Veale, Ms Pamela Tsigros, Ms Melanie Salvado, Ms Elisse Markovic, Mrs. Milka Kovacevic Mrs Rina El Souki, Ms Kate Strong and Ms Simone Lazaridis

Grade Two Teachers
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term two, the grade two children will continue to practice basic Fundamental Motor Skills (one and two-handed striking). They will focus on the concepts and rules of Bat Tennis & Tennis through games and activities, as well as Gymnastics (Static activities). They will participate individually, in partner and group based activities.

Children will practice two-handed and forehand striking techniques using a variety of sports/activities like bat tennis and tennis. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target and stepping towards it with the foot opposite to that of the striking hand/arm.

Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.

Students will have the opportunity to participate in a school swimming program later in the term.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

After a wonderful imaginary trip to Italy, we are now coming back with our suitcase filled with...many Italian things!!! Bene, Grade 2!

The Inquiry we are working on in Term 2 is “Le emozioni” (Emotions and feelings) linked with the classroom unit of Inquiry. We will learn how to answer questions about our health (Come stai?) and how to describe facial expressions and feelings in Italian.

ART – Paul Cochran

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. The students will be encouraged to further develop the PYP learner profile attributes of risk taker with their learning, approaching new experiences with confidence; and communicator identifying, describing and discussing characteristics of their own and other’s art works.

Term two will see our art program link-in with the PYP Unit of Inquiry: “Time and place cause a range of emotions”. The students will first view a series of famous portraits including: ‘The Scream’ (Edward Munch), ‘Mona Lisa’ (Leonardo da Vinci), ’Self portrait’ - Shaving (John Brack). With each art work Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.
ART – Julie Comer

The children will work in the art forms of painting, drawing, collage and construction. The children will be encouraged to show evidence of experimentation with materials and equipment so as to develop visual arts skills, techniques and processes.

The PYP Learner Profile will be used to guide the children 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, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk-takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at and discuss the work of Australian illustrators and consider how the illustrator has used their art work to support the text and set the mood of the story. The children will be asked to consider the art elements the illustrator has used and then combine at least 2 elements in the creation of their art work. From a PYP global perspective the children will create an art work based on the culture of people from another country.

ART - Paula Thomson

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements.

Through the Art Program, the students will be encouraged to further develop the PYP learner profile attributes which will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, inquirers, thinkers, well-balanced, caring and reflective people. They will approach their learning with confidence and creativity – identifying, describing, and discussing characteristics of their own and other’s art works.

In term two the focus will be on an exploration of the art elements/principles of line, shape, pattern and colour in art. A range of activities using a variety of art materials and tools will help the students to develop a deeper understanding of how these elements and principles shape artworks. In particular, the students will be focusing on aspects relating to the PYP unit inquiry of ‘Emotions’ and working towards completing various activities in relation to these topics. Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.