Curriculum Overview
Seabrook Primary School
Term 3 2013

Grade Two

Dear Parents/Guardians

Welcome to Semester Three of 2013. We are already halfway through the year and ready for an exciting Term Three.

We would also like to congratulate all the grade two students for their confident and enthusiastic participation in our recent Student-Led Conferences. The students were reflective risk-takers when showcasing their portfolios with their parents. We are sure that all parents were proud with all the hard work and commitment that students have shown to their learning; throughout all areas of the curriculum. We request that all portfolios be returned with the reflection sheets as soon as possible, as the portfolio are an ongoing assessment tool for all grade two classrooms.

Throughout this Third Term of 2013, the students will continue to be guided and immersed in inquiry learning as part of the PYP Programme. The excursion to the Royal Botanical Gardens last Term proved to be an excellent shared experience for the students. The students’ showed great questioning skills along with their curiosity and knowledge understanding of aspects related to the survival of plants and their role in sharing the planet.

Our fourth inquiry has begun. Inventions, a history based inquiry with links to thinking skills will be explored for six weeks. In August, an interactive incursion has been planned for this inquiry, details and permission note have been sent home. For this inquiry, students will be examining the transdisciplinary theme of ‘How the World Works’ through the central idea of ‘scientific knowledge changes the way that we live’.

This is an inquiry into:
- Inventions through history.
- Impact of inventions.
- The purpose and process of inventions.
- The role of technology in shaping society.

The following teacher questions aim to guide this inquiry and facilitate deeper thinking.
- What is scientific knowledge?
- How has daily living changed within communities?
- What are some of the main historical changes that have globally improved daily living?
- Has the world improved with inventions?
- Are all inventions good?
- How do people get ideas for inventions?
- What changes have different inventions made to our lives?
- How have Australia and the world changed since our grandparents were growing up?
The key concept of Change (How is it changing?) will be used to focus this inquiry on history elements.

Our fifth inquiry will begin in week seven of Term Three and conclude in the third week of Term Four. This health based inquiry on elements of community health, will examine an aspect of the transdisciplinary theme of ‘How We Organise Ourselves’.

The central idea for this inquiry is as “Communities have systems in place to support health.” This central idea will be used to guide students in obtaining an enduring understanding of this inquiry. This is an inquiry into:

- Health resources for our community.
- People who care for our health.
- Health care and related health outcomes.

The following teacher questions aim to guide this inquiry and facilitate deeper thinking.

- What facilities do local communities require to stay healthy?
- How do these services improve health for all members of the community?
- What are the factors that influence health globally?

The key concepts of Perspective (What are the points of view?) will be used to gain a greater understanding of the enduring understanding of this inquiry. Being a communicator through giving opinions about a range of health issues related to the local community will be used to link with the Learner Profile and Attitudes. Commitment, Empathy and Appreciation will be explored to provide students will experiences of these social skills and their relationship to living in healthy harmony in the local community.

**DISCIPLINE-BASED LEARNING**

**ENGLISH**

Throughout the domain of English, teachers will continue to utilise the English First Steps continua of Speaking and Listening, Reading, Writing and Spelling to track the progress of individual students, as a plan for further teaching and learning and with guidance students will setting goals for Term Three of 2013.

In Writing, the genre of procedural text will be introduced and students will be given opportunities to explore and consolidate their understanding of this style of writing and its associated grammatical and editing features. Factual Recounts and narratives will also be used throughout our fourth inquiry to facilitate investigations into a variety of inventors.

For our health based inquiry the focus will be writing to persuade (debates, expositions, discussion, arguments, advertisements and letter writing) will be introduced with the use of the DeBono Thinking Hats of yellow hat (good points) and black hat (bad points), inventions and health elements for the local and global community.

Students will continually be involved in using reflective writing as a means of self-evaluation and highlighting areas for possible improvement. Some of these writing pieces will continue to be entered into their portfolio, as examples of their learning.
Editing throughout all writing pieces will continue to be a focus for the remainder of the semester. Strategies such as: re-reading, proofreading while composing and at the completion of the task will be modelled and prompted along with the deletion and addition of words to clarify meaning presented in written texts and self-correction using each individual child’s bank of known sight words.

Through modelled whole class, shared writing experiences and independent writing tasks there will be a focus on these following elements.

- Sentence structure, use of a range of subject specific vocabulary.
- Using informational text structures.
- The use of dialogue for character development, e.g. talking marks
- Proofread own writing after composing
- Correct use of simple punctuation, e.g. Capital letters, full stops and commas.
- Writing process (planning, revising, editing, conferencing and publishing).

The Grade Two Spelling program of explicit teaching of a range of phonograms, consonant clusters, common sight words, plural, spelling demons, contractions and compound words will continue to be entwined throughout homework, weekly tasks and within guided reading groupings, everyday writing and inquiry based activities. Encouraging the importance of correct spelling throughout the published copy will be linked to the writing process.

Throughout Reading, teachers will revise and provide opportunities for students to use a range of the basic readings such as: re-reading, picture cues and graph phonics knowledge. The introduction of the Di Snowball reading comprehension strategy of understanding text structure and features as they read. Along with Summarising, (when you summarise you are reducing a text to its bare essentials by understanding it and putting what you have read into your own words). These strategies will be used as a means of promoting intentional thinking to construct meaning through interactions between text and reader.

Teachers will also continue to encourage students in the use of these strategies to decode unknown words and to show independence by taking responsibility for changing and choosing of take home reading material according to interest, purpose and ability. Discussions on a range of comprehension elements throughout a variety of non-fiction and fiction text types will continue to be the focus for the students throughout guided reading; shared reading, independent reading and whole class modelled reading sessions.

- Making comparisons with other texts read or viewed.
- Talks about characters in books.
- Can talk about comprehension strategies at sentence level.
- Can reflect on own word identification strategies.
- Reads for a range of purposes. e.g. for pleasure or information.
- Makes inferences and predictions based on information which is both implicit and explicit in a text.
For Oral Language the students will have continuous opportunities to be involved in whole class, small group and partnership (pair/share) activities that allow for the students to practice the strategies of: knowledge of story structure, providing relevant information for the purpose of the task and for a specific audience. Presentations of artefacts and other inquiry based learning understandings will continue to be a focus in both informal and more formal speaking and listening settings.

Language to explain similarities and differences throughout scientific experiments conducted will be incorporated throughout speaking listening sessions. Simplistic debates will be introduced to allow for students to experience the language associated with reasoning, arguing a point of view and discussing the cause and effect of a range of inquiry based investigations.

The revision of listening skills and strategies related to audience social interaction and for everyday use in a range of situations has continued to be and will again be focused on to facilitate being a good communicator.

**MATHEMATICS**

Within the domain of Mathematics the consolidation of addition, subtraction along with the introduction of multiplication and division concepts, will be the main focus for this Third Term. Multiplication and Division will be introduced with the use of links to skip counting understandings, equal groups of and shared among understandings, along with the use of a range of concrete materials.

Place value, making, spelling, naming, writing, ordering and comparing numbers will continue and be integrated throughout other strands of mathematics. Revision of the trading and decomposition processes, with the use of concrete materials, involving numbers into the hundreds will also be used as a means of consolidating addition and subtraction ideals that incorporate place value understandings.

Also in the area of Number a focus on Money, linked to skip counting understandings from the first semester will be explored. Addition and subtraction of money amounts along with real life use of money situations that involve providing the correct change will be completed in guided sessions with the use of concrete materials.

The Mathletics and Targeting Mathematics computer programs will continue to be used to cater for personal learning and to reinforce key mathematical concepts taught. Other ICT experiences of using the computer will include the students applying simple transformations to shapes i.e. flips, turns, slides and enlargements. Elements of the mathematics strand of Space, through Location, position and mapping activities will be introduced and explored in conjunction with our inquiry into the local community to gain a broader understanding of the lines of inquiry.

This will consist of investigations in following directions, diagrams and routes on informal and formal maps. Grid references and positional language of left, right, straight will be incorporated throughout these investigations.
In Measurement and Data the students will have opportunities to make, describe and compare measurements of area, perimeter, volume, mass and time using informal and some formal units. For the strand of Chance, students will be introduced to the language of chance such as: likely, unlikely, certain and impossible related to everyday events.

Students will also have opportunities to participate in chance games involving spinners, dice and cards and link prediction to the outcomes of chance for these activities.

Within the strand of Working Mathematically, students will have opportunities to use a calculator which will include the use of the constant addition function and the times key in order to check accuracy of mental and written estimations, approximations and solutions to simple number sentences and equations.

**INTERDISCIPLINARY LEARNING**

Mind mapping will continue to be incorporated throughout the entire curriculum to aid in organisation, visualisation, memory, recall and as an alternative to the linear recording of information and understandings. In addition we will be using a number of tools and strategies from the thinking curriculum to support this concept including:

- Graphic organisers in the form of: ‘Y charts, Venn Diagrams and ‘T’ charts.

- D.A.T.T. thinking tools in the form of C&S (Consequence and Sequel) and P.M.I. (Plus, Minus and Interesting)

The Six Thinking Hats - The yellow hat (good points) and the black hat (bad points) of the community. How do we feel health in our community? The red hat (emotions), will also be used as another means to investigate the inquiry into health and its connection to the local community. Brain friendly practices will continue to be reinforced in classrooms through the use of fruit reading, movement breaks and water bottles on tables to help with the hydration of the brain during learning and to assist concentration and clear thinking. The walk-to school and three fruit or vegetable daily eating programs will continue to be a focus to promote well-being and being balanced.

Goal setting will continue throughout Term Three and will again be revisited in Term Four. This promotes the process of students, teachers and parents setting achievable goals that fall under the categories of academic, social, emotional and physical areas. Goal setting is used as a means of students taking responsibility for their learning, as a starting point for personal learning, highlighting and making improvements on strengths and weaknesses. These goals are further used as part of discussions in the end of year Student-Led Conferences.
We would like to thank all parents for their valued contributions and for being an active member of our learning community. We look forward to maintaining a close partnership with you and your child.

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

Grade Two Teachers

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term three, the grade two students will engage in a variety of physical activities on their own and with their peers. They will continue to practice basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning.

Through a range of activities, such as gymnastics and games, students will progressively gain control of their movements in personal and general space, while stationary and moving. They will be given the opportunity to explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also be introduced to rhythmic gymnastics, and be given the opportunity to use some of the new rhythmic gymnastics equipment.

Students will also be introduced to the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used.

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 students work and participate in Physical Education sessions.
ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

In term three, the Italian Program will continue to focus on the Italian culture, lifestyle and traditions. However, the children will also be engaged in the Primary Years Programme units of inquiry where possible - including units of inquiries about change and how ‘Scientific knowledge changes the way that we live’. In addition, the children will take part in a unit of work about ‘Il calendario’ - ‘the calendar’. There will also be an emphasis on children being introduced to and becoming familiar with the Italian days of the week - i giorni della settimana, the Italian months of the year - i mesi dell’anno and the Italian seasons - le stagione and different elements of the weather in Italian - che tempo fa? The children will take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through speaking and listening, through books, songs, poems and chants.

The Italian Program will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.

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.

The term three art program will follow the PYP Unit of Inquiry- ‘Plants are important to Our World and Our Survival’. Using art foam, the students will create 3D still life flower pictures inspired by the painting “Sunflowers” by Vincent Van Gogh. We will also link into the 2013 Book Week theme- ‘Read Across the Universe’. The students will review several of the short-listed picture story books and then undertake a series of art activities.
ART – Julie Comer  
PT / SL / MK

The Children will make art works in the art forms of construction, painting, collage and drawing. The children will show evidence of experimentation with materials and equipment to develop visual arts skills, techniques and processes.

The children will be encouraged to display the qualities of all aspects of the learner profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about art work they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.
- Inquirers: The children will be provided with an environment where they can enjoy their art learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their art work in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards; this year’s theme is Read Across the Universe. They will create associated art works.

ART – Paula Thomson  
RE / MS

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 three, 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 ‘Scientific knowledge changes the way that we live’ – in particular inventions and working towards completing various activities in relation to this topic and other topics. In addition to this, there will also be an emphasis on some famous artists and their artwork. Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop these units of work.