Grade Two

Dear Parents/Guardians,

We would like to extend a very warm welcome to all grade two families for 2015 and we hope you have enjoyed a fun and restful holiday with your family. We look forward to a wonderful year in grade two - working together with you and your child. We would also like to welcome all new families who have joined our Seabrook community; we hope that the time you spend here is a happy and enjoyable one. This year we have six grade two classes: Melanie Salvado - Room 16, Genevieve Gething - Room 15, Jessica Van Spell - Room 29, Katerina Asimakopoulos - Room 30, Leah Mannion - Room 31, Anna Hallatsch and Georgia Rossou - Room 32.

During the first two weeks of term one, the grade two students will be participating in the ‘Learning to Learn’ program. The focus will be on building relationships and learning about the schools’ values; with the aim of establishing a learning community within their classroom. The students will also be encouraged to broaden their understanding of their strengths, skills and associates basic goal setting procedures.

Each class will also revisit the twelve core Primary Years Programme Attitudes and how they are linked to The PYP Learner Profile; in order to construct their own whole class essential agreements. The focus here will be on positive behaviour; which supports the Seabrook Code of Conduct. A linked consequences system will also be constructed through whole class brainstorming, discussion and recording of collective ideas. As a means of encouraging and developing greater responsibility towards their learning, students will be guided in the setting and recording of basic goals for term one of 2015. These goals will be used to assist them in the student led conferences in term two.

The first inquiry for this year is values centred and incorporates the transdisciplinary skills and subject areas of communication, research, geography and internationalism; which will be explored in conjunction with the ‘Learning to Learn’ program until the end of term one. This inquiry will examine an aspect of the transdisciplinary theme of ‘Who We Are’. The key concept of connection (How is it connected to other things?) will be used to drive this inquiry. The PYP Attitudes of Tolerance and Respect will also be specifically focused on along with the Learner Profile of being Open-Minded. The central idea to be addressed throughout this first inquiry will be: Values can shape people into international citizens. This is an inquiry into:

- What values are.
- How values shape people.
- What it is to be an international citizen.

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

- What are values?
- How do values shape people?
- What characteristics do international citizens display?

In line with our first unit of inquiry, we have organized an incursion that provides students with a deeper understanding of the importance of school and community values whilst enhancing skills and confidence. This experience encourages students to explore their individuality learning lessons about self-esteem, values and friendship. This incursion will also promote and enhance co-operative teamwork and problem solving skills.
DISCIPLINE-BASED LEARNING:
In the domain of English, the text focus for this term will be descriptive and recount writing and both will be incorporated with our inquiry learning for the first term. Students will be given opportunities to demonstrate their understanding of descriptive writing by producing pieces of work, reading and responding to texts that contain the structure and language associated with this genre of writing. Handwriting sessions will focus on the correct size, slope and spacing for capital letters and lower case letters on the dotted thirds. This in turn will be used to encourage writing legibly. The correct use of full-stops, capital letters and question marks will also be a grammatical focus embedded throughout all writing tasks. Teachers and students will jointly construct a bank of words directly related to our inquiry that can be referred to in each classroom. As part of the Literacy focus, the one and four hundred Oxford Words will also be a focus throughout all areas of reading and spelling. Accurate and automatic recall of these words is essential for all students as they form the basis for all reading and writing activities. A weekly spelling focus will also be an integral part of the developmental spelling program for grade two. In the area of oral language, students will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. Questioning will be encouraged as a vehicle for inquiry. Students will be given the guided opportunity to create student questions and use descriptive language and confidence when discussing artefacts in small groups and or in front of the whole class. Teachers will provide students with opportunities and encouragement in contributing to group activities by making relevant comments, asking clarifying questions, listening to others’ responses and responding appropriately to what has been said. Strategies for speaking and listening in individual and group situations will include:

- Taking conversational turns as speaker and listener.
- Responding to classroom expectations of polite behaviour.
- Using language to describe similarities and differences.

Reading will take place in a variety of formats: guided, independent, shared, and modelled reading. A continued focus will be on comprehension. Modelled examples, discussion and opportunities for students to practise these reading comprehension strategies will be embedded throughout all literacy sessions. As an introduction, predicting will be revisited and questioning will be explicitly focussed on and linked to the text type focus of descriptive writing. Please continue to read with your child every night for 15-20 minutes. We encourage all parents to help their child read with more fluency, greater ease and confidence. Here are some tips that will help parents coach their eager reader.

Create a Thinking Environment
- Ask your child why they like a certain book or story. Discuss language, character, plot and other elements of good literature such as: illustrations.
- Congratulate your child on their reading improvements.

Keep a supply of reading material fresh, using the local library, borrowing from friends and even shopping in books stores.

Read a Variety of Books
- Continue to read together. Children are never too old for a bedtime story. This increases your child’s listening skills, comprehension and vocabulary.
- Your child might be a mystery fan, or into magical stories or even comic books. It is good to have your child’s favourite genre but be sure to expose your child to different types of books.
Read Purposefully

- Read for information. Read maps, graphs, charts and recipes together. Learn how to read a bus timetable!
- Let your child see you reading. It is important that your child knows you enjoy reading too.
- Support your child’s hobbies and interest with books and reference materials.

Support the Reading Habit

- Be sure your child has enough time to read every day.
- Link books and T.V. together. E.g. read about penguins after watching a movie about penguins.
- Be patient when your child reads. He/She may be a thorough reader who enjoys getting into the illustrations or images the author paints.

Make the Reading/Writing Connection

- Help your child make and keep a journal of thoughts they have at the end of the book.
- Encourage your child to tell you a story, either fictional or a story about the day. Share your stories too.

Within the domain of Mathematics, students will be exposed to a range of mathematical strands. In the area of Number and Algebra there will be a focus on writing, reading, ordering, spelling, counting strategies and comparisons of a variety of amounts. Place value elements through the use of concrete materials will be the focus for the term and will continue to be revisited and built upon throughout the entire year. An introduction to Addition and Subtraction will be made through skip counting patterns which will form the basis to the more formal addition and subtraction of two digit numbers in later terms. Throughout the mathematics strand of Statistics and Probability basic collecting, representing and interpreting of a range of data directly linked to areas of interest and our inquiry, will be modelled and demonstrated. Students will complete a range of pictorial and bar and column graphs. In the mathematics strand of Measurement, length will be introduced informally and in simplistic formal sense through hands on activities.

The other mathematical strand of focus this term will be Geometry, through the introduction of an exploration into a range of two dimensional shapes. Investigations into the features, numbers of sides and locating these shapes in the environment will be investigated and then linked to the introduction of three-dimensional shapes in term two. Drawing, constructing, labelling, observing, making models and comparing shapes will be used to broaden students’ understanding of two-dimensional shapes.

Mathletics is now an integral part of our maths program in our classrooms. Please support your child with Mathletics at home. If you have access to the Internet, encourage your child to have a go. Children will work in groups where work will be adapted for each child according to his/her abilities. The groups are very flexible and therefore students can be moved in and out of groups when working in a particular area of mathematics.
Reflections
Teachers will use a range of assessment tools. Students will begin to develop their portfolios, which will showcase their learning across all Curriculum Domains through work samples, assessment, student reflections and teacher reflections. Teachers will use formative and summative assessment. Formative assessment is used to make decisions about where the teaching needs to go next in order to assist that student's learning. Summative assessment is based on an accumulated range of assessment sources to determine what the student has achieved and learnt at the end of a unit of inquiry. Teachers will also use assessment for learning to provide feedback and opportunities for student reflection and/or self-assessment to support future learning.

PHYSICAL, PERSONAL AND SOCIAL LEARNING:
Teachers will be using the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development. The PYP attitudes are what we want students to feel, value and demonstrate: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. The PYP Learner Profile are attributes and traits that characterise students with an international perspective: being Balanced, Caring, Open-Minded, Reflective, Inquirers, Knowledgeable, Thinkers, Risk Takers, Communicators, and Principled. Teachers will endeavour to effectively model these attitudes and profiles to students over the course of the day to day school program through various means. The attitudes will form the basis for each classroom Essential Agreement, an agreement of how the students and teacher will work together effectively. In each classroom students will begin to participate in a range of class and school activities that demonstrate the acquisition of independence and responsibility; such as classroom monitors and taking responsibility for class and personal resources.

INTERDISCIPLINARY LEARNING:
Brain friendly practices will be promoted within the classroom. These will include encouraging children to bring drink bottles to school filled with water to have on their tables (to maintain the frequent hydration of the brain to support thinking), short movement breaks, ‘brain food’ (e.g. carrot sticks, celery sticks, dried fruit, sultanas, rice crackers…) to nibble on during ‘fruit reading’ and other times throughout the day will continue to be encouraged. 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 help make their thinking visible. These include: Direct Attention Thinking Tools such as: the introduction of a P.M.I. chart to compare plus (good), minus (bad) and interesting ideas related to a variety of values, as part of inquiry learning for our first global inquiry. Venn Diagrams, Y-charts and DeBono’s Six Thinking Hats will also be reintroduced through modelling and use throughout different areas of the curriculum. In the domain of Information and Communications Technology (ICT) students will be shown how to: log onto the school network. We are fortunate to have iPADS in our classes. These will be used as a means of broadening the children’s understanding of information technology elements. The children will be guided in their explorations of some basic websites and programs related to the Inquiry and as a means of supporting a variety of domains within our classrooms.
Upcoming events for 2015

Children will participate in the following excursions and incursions that link to the units of inquiry.

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<th>Term 1</th>
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<th>Term 3</th>
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<td><strong>Incursion</strong>-Joffa’s Toonschool ‘Building Resilience, Accepting Challenges and Achieving Goals’ (Unit of Inquiry-Values) Month: March Estimated cost: $7.00</td>
<td><strong>Excursion</strong>-Royal Botanical Gardens (Unit of Inquiry-Plants) Month: June Estimated cost: $19.00</td>
<td><strong>Incursion</strong>-Robotics (Unit of Inquiry-Inventions) Month: August Estimated cost: $13.00</td>
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<td><strong>Excursion</strong>-Altona Community (Unit of inquiry-Health Systems) Month: October Estimated Cost: $6:00</td>
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We would like to thank all parents for their valuable contributions and for being active members of our school community. We would also like to express the importance of working together for the benefit of the children. We look forward to a great year of learning for all children.


Grade 2 Teachers
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term one, the grade two children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills, activities and modified games. This will allow children to progressively gain control of their movements in personal and general space, while stationary and moving. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

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

In term one, the Italian Program will enable all students to be given the opportunity to learn a second language. There will be an emphasis on children revising vocabulary, greetings and courtesies and continue to build vocabulary that can be adapted for different purposes. Students will interact and socialize with their teacher and their peers to exchange personal information and describe people, places, things and everyday routines relating to themselves, school and home. As well as this, the students will be introduced to simple phrases useful in everyday situations, such as introducing themselves in Italian (Name and age) and asking and answering questions about their well-being such as ‘come stai?’ – ‘how are you?’ and replying using the correct responses. ‘Bene grazie’ – ‘well, thankyou’, etc. The students will also be expected to answer questions related to their nationality.

The students will be engaged in the Primary Years Programme units of inquiry where possible – with an emphasis on Learning to Learn, PYP attitudes and learner profile and through the inquiry (Values can shape people into International Citizens). The Italian Program will also focus on the Italian culture, lifestyle, traditions and basic geography of Italy.

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.

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 performance and play such as through rhymes, songs, role-play and actions games as well as through books, poems and chants and creative activities.
ART – Paul Cochran

KS, AH/GR, JV, 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. 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.

In term one the focus will be on an exploration of the art elements/principles of line, shape, colour and pattern. A range of drawing and painting activities including ‘Straight Line Pictures’ and ‘Shooting Stars’ will help the students to develop a deeper understanding of how these elements and principles shape artworks. Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.

ART – Pamela Tsigros

GG, KA, LM

Progressing towards Level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works to communicate ideas, concepts, observations, feelings and/or experiences. They will develop the emerging ability to select, arrange and make choices about expressive ways of using the art elements. Skills, techniques, processes, media, materials, equipment and technologies will be presented in a range of arts forms. They will be provided with experiences which identify, describe and discuss characteristics of their own and others’ arts works.

Throughout term one, students will revise and have the opportunity to acquire new knowledge based on the art elements of line, shape, texture, pattern and colour. The students will be encouraged to develop a deeper understanding of how these elements shape artworks and given opportunity to describe these elements in other’s art works as well as their own. Students will be immersed in a range of activities using varied art materials and tools.