Dear Parents/Guardians,

We would like to extend a very warm welcome to all grade two families for 2016 and we hope you had a restful Summer 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.

Grade 2 Staff
This year we have six Grade Two classes:
2JV Jessica Van Spall (Room 29)
2MB Miranda Baillie-Martin (Room 30)
2DK Daisy Koumi (Room 31)
2MS Melanie Salvado (Room 32)
2MC Megan Collyer (Room 43)
2HR Anna Hallatsch and Georgia Roussou (Room 44)

Learning to Learn
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 associate 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 2016. These goals will be used to assist them in the student led conferences in term two.

Inquiry One
The first inquiry for this Term focuses on **Who we are**.

Key Concepts for the inquiry include:
- **Form** - Definition of values
- **Perspective** - Individuals have different interests
- **Connection** - Relationships, family, religion, sport, community, physical environment, culture, interests, beliefs

The **Central Idea** for this inquiry is **Many factors contribute to who I am.**

Lines of Inquiry include:
- There are a variety of values
- Individuals have different interests
- Relationships influence who I am
The following teacher questions aim to guide this inquiry and facilitate deeper thinking:

1. What are values?
2. Why do our interests differ?
3. How do our surroundings impact who we are?

In line with our first unit of inquiry, we have organized an incursion that will take place on Tuesday the 8th of March. The incursion will be conducted by Carp Productions. They will present a show titled 'Happy to Be Me'. Within the show students will learn about self-esteem, friendship, acceptance and diversity. Through stories, music and larger than life characters, the show encourages students to explore their individuality and the importance of friendship and be proud of themselves.

DISCIPLINE-BASED LEARNING:
The following curriculum areas will be explored in the domain of English:

Reading & Viewing
Reading will take place in a variety of forms such as guided, independent, shared and modelled. The reading comprehension strategies that will be explicitly taught in Term 1 is predicting and questioning. Modelled examples, discussion and opportunities for students to practise these reading comprehension strategies will be embedded throughout all literacy sessions. Please continue to read with your child every night for 15-20 minutes. We encourage all parents to read with their child to ensure that students' practice reading on a daily basis.

Writing
The writing genre for this term will be Recount writing. Students will be given opportunities to demonstrate their understanding of this text type by producing pieces of work, reading and responding to texts that contain the structure and language associated with this genre of writing. The correct use of full-stops, capital letters and question marks will also be a grammatical focus embedded throughout all writing tasks. 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.

Spelling
The Oxford Sight 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. Teachers and students will jointly construct a bank of words directly related to our inquiry that can be referred to in each classroom.
Speaking and Listening
In the area of speaking and listening, 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.

Here are some tips that will help parent’s 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 bookstores.

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.
The following curriculum areas will be explored within the domain of Mathematics through the following strands:

**Number & Algebra**
In the area of Number and Algebra there will be a focus on writing, reading, ordering, spelling numbers, and counting strategies. 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.

In Measurement and Geometry students will be exposed to a range of two-dimensional shapes. There will be investigations into the features of shapes, the numbers of sides and locating these in their environment. This will then link into 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. Students will be introduced to telling time to the half hour and be exposed to elements of the calendar.

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, as well as identify practical everyday events that involve chance.

**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 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.

**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 using the iPads. 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.

Specialist Timetables for 2016

**GRAGE 2HR WEEKLY SPECIALIST TIMETABLE**

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<td>Art</td>
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<td>Italian</td>
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**GRAGE 2DK WEEKLY SPECIALIST TIMETABLE**

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**GRAGE 2MS WEEKLY SPECIALIST TIMETABLE**

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**GRAGE 2JV WEEKLY SPECIALIST TIMETABLE**

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**GRAGE 2MB WEEKLY SPECIALIST TIMETABLE**

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**Please note - the timetable may change during the year.**
Upcoming events for 2016
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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<td><strong>Incursion</strong>-Happy to Be Me. <em>(Unit of Inquiry-Values)</em>&lt;br&gt;March&lt;br&gt;Estimated cost: $7.00</td>
<td><strong>Excursion</strong>-Royal Botanical Gardens <em>(Unit of Inquiry-Plants)</em>&lt;br&gt;May&lt;br&gt;Estimated cost: $23.00</td>
<td><strong>Incursion</strong>-Robotics <em>(Unit of Inquiry-Inventions)</em>&lt;br&gt;August&lt;br&gt;Estimated cost: $13.00</td>
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<td><strong>Excursion</strong>-Altona Community <em>(Unit of Inquiry-Health Systems)</em>&lt;br&gt;October&lt;br&gt;Estimated Cost: $6:00</td>
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Finally we would like to express the importance of working together for the benefit of the children and look forward to a great year of learning for all children.

*Grade Two 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 continue to learn a second language. There will be an emphasis on children revising vocabulary, greetings and courtesies and continuing to build vocabulary that can be adapted for different purposes. Students will interact and socialise 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 re-introducing themselves in Italian and asking and answering simple questions such as ‘I like’ - ‘mi piace’ or ‘I don’t like’ - ‘non mi piace’.

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 the inquiry ‘Many Factors Can Shape Who I Am?’. Through this unit, we will be focusing on International Mindedness and students will interact in conversations both written and verbally about where they come from. They will ask/answer: Da dove vieni? Sono _______. Dove abiti? They will state and write nationalities (Sono australiano, Sono cinese, Sono indiano).

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 students 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.
VISUAL 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.

In term one the focus will be on an exploration of the art elements/principles of line, shape, colour and pattern. In our “Folding Fish” activity, the students will use these art elements to create a tropical fish that morphs into a vicious Piranha. Emphasis will be on the effective use of line and colour to create different, interesting patterns on their fish.

Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.

PERFORMING ARTS – Adam Smith

This year the Grade Two students will be undertaking six months of performing arts. Three of the Grade Two classes have already started with the other three starting their six months in June. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Two students will undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form, Perspective and Reflection’ to explore the central idea that “We express ourselves through different modes.” We will look at the ideas that we express ourselves in different ways, such as naturalistic and non-naturalist artistic styles, that individuals interoperate the performers intention differently and that there are ways in which we can make our intentions recognizable to an audience.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links are:
- the values of a performer and an audience and the relationship between the two.
- Different cultural performance styles such as dance and theatre.
- How a performer portrays their own or their characters thoughts and feelings.

And how we can influence our world through performance. Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.