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. We would also like to express how proud we are of the students in the Grade Two Learning Community for being risk-takers at the PYP Community Evening that took place last term, in showcasing their work and understanding of the PYP Learner Profiles, Attitudes and artefacts.

**Inquiry Two**
The second inquiry for this Term focuses on How We Express Ourselves.

**Key Concepts for the inquiry include:**
- **Causation** - Reasons for expressing different emotions.
- **Responsibility** - Managing our emotional awareness.
- **Perspective** - To empathise with others emotions.

**The Central Idea** for this inquiry is, “Emotional awareness helps us to understand and express our needs, wants and feelings.”

**Lines of Inquiry include:**
- Reasons people express different emotions
- Understanding our emotional awareness
- Responsibility in managing our emotional awareness (behaviour, actions, and consequences)

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

1. Why do people express different emotions?
2. How can we be emotionally aware?
3. How can we manage and express our feelings and emotions?

For the remainder of the second term (six weeks), students will be introduced to the third inquiry.

**Inquiry Three**
The third inquiry for this Term focuses on Sharing the Planet’.

**Key Concepts for the inquiry include:**
- **Responsibility** - our responsibility for the survival and cultivation (farming) of plants.
- **Perspective** - the perspectives of the uses of plants.
- **Reflection** - linking it to personal responsibility towards the environment.
The Central Idea for this inquiry is “Plants are important to our world and our survival.”

Lines of Inquiry include:
- Our responsibility towards plants in our environment (local and global)
- Taking action to discover the use of plants
- The importance of plants to our survival

The following teacher questions aim to guide this inquiry and facilitate deeper thinking:
1. What is our responsibility towards plants for ensuring the sustainability of plants in our environment?
2. What are the uses of plants?
3. How could we survive without a plant rich environment?

In line with our third unit of inquiry, we have organized an excursion to the Royal Botanical Gardens over two days. 2MB, 2JV and 2HR will attend on Tuesday the 17th of May and 2MS, 2DK and 2MC will attend on Tuesday the 24th of May. More information will be provided closer to the time of the excursion.

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 2 is visualising (mental imagery improves comprehension, memory, and interpretive understanding of text) and Think Aloud (they are able to think in their head what is happening in the text).

The Premier’s Reading Challenge is being completed by all grade two student’s, 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.

It is recommended that year two students read every night for about 15-20 minutes. Please take the time to listen to your child read and/or discuss the book that they are reading with them, as your personal interest makes the reading experience more rewarding and enjoyable for your child. Students are expected to be committed in reading at home on a daily basis. During our reading sessions, teachers will focus on the following:

- Reflecting on own word identification strategies.
- Talking about ideas and information from informational texts, making links to own knowledge.
- Beginning to use self-correction as a strategy.
- Identifying the main topic of a story or informational text and supplying some supporting information.
Talking about characters in books using picture clues, personal experiences and the text to make inferences.

Sub-vocalises when reading difficult texts.

Talking about strategies used at the sentence level.

Making comparisons with other texts read or viewed.

Reading for a range of purposes, e.g. for pleasure or information.

**Writing**

The writing genre for this term will be **Descriptive and Exposition Texts**. 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 these genres of writing.

**Spelling**

Teachers will model through explicit teaching of words with regular spelling patterns. They will link unknown words to current inquiries and apply word knowledge from literature to aid in the purposeful examples of how words work. The continued 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.

**Speaking and Listening**

In the area of speaking and listening, 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. 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:

- Uses language to describe similarities and differences.
- Uses tone, volume, pace and gestures to enhance meaning.
- Takes into account audiences and purpose when speaking.
- Uses language to discuss cause and effect.
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:

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.
- Describe patterns with numbers and identify missing elements.
- Recognise, model, represent and order numbers to 1000.
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting.
- Explore the connection between addition and subtraction.
- Solve simple Horizontal addition and subtraction sums using a range of efficient mental and written strategies.
- Solve worded problems by using number sentences for addition or subtraction.
- Recognise and represent multiplication as repeated addition, groups and arrays.
- **Fractions:** Recognise and interpret common uses of halves and quarters shapes and collections.
In **Measurement and Geometry**, students will be exposed to:

- A range of three-dimensional shapes. There will be investigations into the features of shapes, the numbers of sides and corners and locating these in their environment. Drawing, constructing, labelling, observing, making models and comparing shapes will be used to broaden students’ understanding of three-dimensional shapes.
- Students will be introduced to telling time to the half hour and be exposed to elements of the calendar.
- Students will explore directional and relative position, giving and following directions.
- **Length** concepts using informal notation will be another focus through the use of concrete materials leading into investigations into the use of the formal recording of different length amounts.
- Students will compare and order familiar objects by their length and relative mass and explore using centimetres and metres to measure.

Throughout the mathematics strand of **Statistics and Probability** students will:

- Collect, represent and interpret a range of data directly linked to areas of interest and investigation into our emotions and plants inquiry.
- 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.
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 help make their thinking visible. These include: Venn Diagrams, Y-charts and DeBono's Six Thinking Hats etc.

In the domain of Information and Communications Technology (ICT) students 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.

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

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

During term two, the grade two students will continue to practice basic Fundamental Motor Skills (Foot Striking - Soccer). They will also focus on the concepts involved in various Gymnastic strands (Static Balancing, Rhythmic and Springing and Landing activities). They will participate individually, in partner and group based activities.

- Children will practice dribbling, passing and shooting using individual, partner and group activities. They will focus on techniques such as: having eyes on the ball throughout the strike and stepping towards it with the foot opposite to that of their striking foot.
- Children will be introduced to a range of Rhythmic, Static Balancing and Springing and Landing Gymnastic movements and activities e.g. individual static balances, partner supports and wall balances eg; a ‘Rock n Roll’ or ‘Saucer’ and small group balances eg; a pyramid or 3 person support. Also the use of hoops, balls, ribbons, rings etc. whilst exploring different movement patterns. And jumping and landing on ground level, from elevated positions and using equipment including mini-trampolines or springboards.
- 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 two, the Italian Program will continue to enable all students to be given the opportunity to learn a second language. There will continue to 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 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, thank you’, etc.

The students will be engaged in the Primary Years Programme units of inquiry where possible - namely, with an emphasis through the inquiry (Time and Place can cause a range of emotions - ‘Le emozioni’ - Emotions). In particular, students will continue to broaden their vocabulary - with the introduction of simple and various emotions such as sono felice, sono contenta/o, sono triste, etc... (I’m happy, I’m happy, I’m sad etc...) by using Italian language as well as facial expressions and body language to describe feelings and emotions.

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. In addition, throughout the term, the Italian Program will focus on the Italian culture, lifestyle, traditions and basic geography of Italy.
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.

Term two will see our art program link-in with the PYP Unit of Inquiry: “Time and place cause a range of emotions”. After viewing and discussing images of the Melbourne city skyline using ‘Google’, we will read Libby Gleeson’s wonderful book – “Clancy & Millie and the Very Fine House”. The varying emotions felt by Clancy as he moves from his cottage in a small town to a big city house will be explored by the students. They will then be challenged to create a 3-dimesional diorama relating to this story involving collage techniques and basic construction skills.

The second half of the term two 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.

PERFORMING ARTS – Adam Smith

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 continue to 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.

The links with the classroom programs this term will be:

- The characterization on different emotions.
- How we portray our characters emotions.
- How would we feel if placed in the same situations as our characters?

Undertaking these inquiries will help develop our students into independent and creative thinkers with well-developed social, communication and self-management skills.