Curriculum Overview
Seabrook Primary School
Term 3 2016

Grade Two

Dear Parents/Guardians,

Term Three has arrived! We are already halfway through the year and ready for an exciting Term. We would also like to congratulate all the Grade Two students for their confident and enthusiastic participation in our Student-Led Conferences that took place in Term 2. The students were reflective and risk-takers when showcasing their portfolios with their parents.

Our fourth inquiry has begun, and will focus on ‘Inventions’. The unit will be a history, science and technology based inquiry with links to thinking skills that will be explored for six weeks.

**Inquiry Four**
The fourth inquiry for this Term focuses on the transdisciplinary theme of ‘How the World Works’.

The central idea is ‘**Ideas and creativity change the way we live**’.

**Students will inquire into:**
- Inventions through history
- The purpose of inventions
- The process of inventions
- Science and technology have impacted on society

**Key Concepts for the inquiry include:**
- **Change**- The changes to society over time.
- **Function**- New ideas change how we live.
- **Perspective**- Impact of science and technology on society.

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

1. How have inventions changed over time?
2. What is the process of creating an invention?
3. Why do people invent?
4. What are some of the main technological and scientific developments that have globally changed daily living?

In line with this inquiry, we have organized an incursion called ‘**Robotics Come to You**’ on August 3\(^{rd}\), 4\(^{th}\) and 5\(^{th}\).
Inquiry Five

The fifth inquiry focuses on ‘How We Organise Ourselves’.

The central idea is ‘Communities have services in place to support our health and well-being’.

Students will inquire into:
- Services in communities that support health and well-being
- Organisation of the service
- The importance of services to encourage health and well-being

Key Concepts for the inquiry include:

Form- What services do communities provide for health and well-being?
Function- How do services that support health and well-being work?
Causation- Why do we need services to support our health and well-being?

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

1. What services do communities require to support health and well-being?
2. How do services work?
3. Why are services for health and well-being important?

DISCIPLINE-BASED LEARNING:

The following curriculum areas will be explored in the domain of English:

Reading & Viewing

Throughout Reading and Viewing, teachers will revise and provide opportunities for students to use a range of the reading strategies such as: re-reading, picture cues and graph phonic knowledge. Students will be exposed to the Di Snowball strategies of Text structures and features, questioning and summarising. These strategies will be used as a means of promoting intentional thinking to construct meaning through interactions between text and the reader.

It is also important that your child reads every night for 15-20 minutes. Once your child is reading from Level 20 onwards, it is really helpful for you to ask your child to read silently. After they read the book ask them to tell you about the chapter or section they have read. This discussion is vital in helping the child understand what they have read and it also builds their comprehension skills.
Writing
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.

For our health based inquiry the focus will be writing an information report on the communities’ health and well-being services.

Editing throughout all writing pieces will continue to be a focus for the remainder of the year. 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).

SPELLING
The grade two spelling program will include explicit teaching of a range of phonograms, consonant clusters, common sight words will continue to be entwined throughout homework and weekly tasks.

For Speaking and Listening, 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.
MATHEMATICS

Number & Algebra

In the area of **Number and Algebra**, there will be a focus on:
- Addition with trading
- Subtraction with borrowing
- Multiplication
- Division
- Skip counting
- Money: adding and subtracting money, linked to skip counting, real life use of money situations that involve providing the correct change.

Measurement and Geometry

In **Measurement and Geometry**, students will be exposed to:
- Location
- Positional language of left, right, straight
- Mapping
- Directions, diagrams and routes on informal and formal maps
- Grid references and will be incorporated throughout these investigations
- Transformations
- Length
- Time quarter to and past

Statistics & Probability

In **Statistics & Probability**, students will focus on 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.

INTERDISCIPLINARY LEARNING

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.

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 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.

Students will explore and work on improving their striking with one and two-handed techniques, using a variety of tennis and bat tennis shots (forehand, backhand, volley and serve). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, stepping with the opposite foot to that of their striking arm, using sequential hip to shoulder rotation during the strike and following through towards the target around their body. They will use the modified ‘Red Ball’ equipment to assist.

Students will explore 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 (eg; access to soft rubber or fiberglass bar, soft shot puts and plastic hurdles).

A part of the Physical Education program, the P.Y.P attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.

ITALIAN – Paula Thomson

In term three, in Italian, the students will take part in a unit of work about ‘Il calendario’ – ‘the calendar’. There will also be an emphasis on students 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 re-introduced to different elements of the weather in Italian - che tempo fa? There will continue to be an emphasis on students revising vocabulary and continuing to build vocabulary that can be adapted for different purposes. Students will continue to interact and socialise with their teacher and their peers to exchange personal information, describe people, places, things and everyday routines relating to themselves, school and home and relating these to the days of the week and months of the year. 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 speaking and listening, through books, songs/clips, poems and chants.

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/clips, role-play and actions games as well as through books, poems and chants and creative activities.

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 Italian Program will also focus on the Italian culture, lifestyle and traditions of Italian people.
VISUAL ART – Paul Cochran 2DK, 2MS, 2MC

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 beginning of the term three Visual Arts program will follow the PYP Unit of Inquiry- “Ideas and creativity change the way we live”. After watching a You Tube video of a factory assembly line the students will design and create a 2D drawn design of an ice-cream making machine as a creative interpretation of an invention designed for a specific purpose.

Our art program will then link-in with the PYP Unit of Inquiry: “Communities have systems in place to support health and well being”. 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.

PERFORMING ARTS – Adam Smith

Grades 2JV, 2MB and 3HR have made a fantastic start to performing arts. 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 and the PYP’S scope and sequence. To do this the students will use the conceptual lenses of ‘Form, Function and Perspective’ to explore the central idea that “Through performance we can communicate ideas, feelings and experiences for an audience to appreciate.” We will look at the ideas that we can communicate in many ways. We will be discussing and exploring what it is that we are trying to communicate with our audience, the factors that make a performance engaging and effective and the idea that individuals can interoperate the performers intention differently.

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.