Curriculum Overview
Seabrook Primary School
Term 4 2016

Grade Two

Dear Parents and Guardians,

Welcome to an exciting Term Four, the final term of yet another successful year for families at Seabrook Primary School. We have a number of events scheduled for term four. Some of these include: the end of year concert, an excursion, overnight stay and transition day.

Inquiry Six
The sixth inquiry for this Term focuses on the transdisciplinary theme of ‘Where we are in place and time’.

The central idea is ‘Celebrations and traditions are influenced by family, culture and community’.

Students will inquire into:
- Different celebrations and traditions from around the world
- Where people live in the world, influences traditions, celebrations and culture
- How communities impact on our traditions, celebrations, culture and beliefs

Key Concepts for the inquiry include:
- Form
- Connection
- Perspective

The following teacher questions aim to guide this inquiry and facilitate deeper thinking:
1. What celebrations and traditions do families celebrate around the world?
2. What traditions and celebrations are related to a specific culture or place?
3. How do communities influence our traditions, celebrations, beliefs and culture?

In line with this inquiry, we will have an end of the year class cultural celebration, where students dress up in their cultural costumes and bring in cultural food to share with their peers.
DISCIPLINE-BASED LEARNING:
The following curriculum areas will be explored in the domain of English:

Reading & Viewing
Teachers will continue to place a strong emphasis on comprehension and inferring with the use of the Di Snowball reading and comprehension strategies and other reading strategies such as QAR (Question-Answer Relationship). Throughout shared, guided and independent reading sessions, students will explore various strategies such as:
- Reading for a range of purposes
- Retell major contents from visual and printed texts
- Inferring

Writing
The writing focus for this Term will be Narrative writing. Students will have the opportunity to create their own stories and will also learn about the structure of Narrative Writing.

As part of modelled, whole class, shared and independent writing tasks, a focus on the following elements will be incorporated such as:
- Extending their knowledge of punctuation, e.g. apostrophes, quotation marks.
- Continuing to use the writing process of (planning, drafting, editing and publishing).

Editing, revising and publishing all genres of writing have been and will continue to be a focus for the remainder of the year. Strategies such as; proofreading and editing will be modelled and implemented throughout our writing sessions.

Spelling
Students will be encouraged to use a variety of spelling strategies such as; sounding out, chunking, spell and learn new words and to continually build their vocabulary.

For Speaking and Listening, the students will be provided with opportunities to be involved in whole class, small group and partnership pair/share activities that allow for students to build on their confidence as communicators.
MATHEMATICS

Number & Algebra
In the area of Number and Algebra, there will be a focus on consolidate their knowledge and skills in the following concepts:
- Counting by 1s, 10s and 100 from 0 to 1000.
- Skip counting by 2s, 3s and 5s, from 0-100 starting from any natural number.
- Mentally compute simple addition and subtraction calculations.
- Multiplication
- Division
- Money
- Fractions

Measurement and Geometry
In Measurement and Geometry, students will be exposed to and consolidate:
- Make, describe and compare measurements of area, volume and mass using informal units.
- Judge relative capacity of familiar objects and containers by eye and making informal comparisons of weight by hefting.
- Use formal units such as litres for capacity and standard units of kilograms.
- features.
- Length

In Geometry, students will:
- Construct informal maps using grids and references.
- Location using maps and interpret simple maps.
- Apply simple transformations to shapes (flips, turns, slides and enlargements)

Statistics & Probability,
Students will:
- Predict the outcome of chance events, such as the rolling of a dice, using qualitative terms such as certain, likely, unlikely and impossible.
- Graph and analyse data
INTERDISCIPLINARY LEARNING
The use of ICT will continuously be integrated throughout all curriculum areas. Students will continue to use the IPADS and will explore using various websites and educational programs.

PHYSICAL, PERSONAL, EMOTIONAL AND SOCIAL LEARNING:
The students will set new goals for Term Four. This focus is to direct students and give them ownership and responsibility to their learning.

We would like to thank all parents for their valued contributions and for being active members of our Learning Community this year. Our Best Wishes to all our Grade Two students as they transcend into Grade Three.

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

During term four, the year two students will continue to refine and expand their range of skills including, throwing, catching, striking and punting/kicking. The main focus will be on two-handed striking and stick spots (e.g. hockey) and a kicking/punting unit (AFL based). Students will also be involved in more throwing, catching, passing and shooting via a basic Netball inquiry.

Students will explore and improve their striking and two-handed techniques using a variety of sports/activities like hockey. They will focus on techniques such as: having eyes on the ball/ implement throughout the strike, standing side on to the target and stepping with foot opposite to that of the striking hand/arm. They will complete passing, dribbling, shooting and trapping.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height and stepping forward with the non-kicking leg. Students will explore a range of kick types (drop punt) as well as practicing using both feet to kick with.

Students will start to look at various Netball pass types (ground, bounce, chest, lob, one arm) and try some shooting techniques. Modified game versions, such as mat ball, will be used to practice the skills.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.

ITALIAN – Paula Thomson

In term four, the students will be engaged in the Primary Years Programme unit of inquiry ‘Celebrations and traditions are influenced by family, culture and community’. Included in this unit of work will be the topic about ‘il cibo’ - ‘food’ and ‘celebrations’ - ‘Natale’ - ‘Christmas’. During this time the students will also become familiar with ‘il panettone’ (Tony’s Bread) – an Italian story and tradition during the celebration of Christmas. There will continue to be a focus on the Italian culture, lifestyle and traditions of the Italian people. The students will become familiar with the origins of basic Italian food as well as the relation between traditional Italian food and celebrations. The unit will be broken down into two parts - language and vocabulary and cultural awareness. There will be an emphasis on students being introduced to and becoming familiar with new vocabulary and new phrases in relation to these topics.

The students will take part in many discussions and many oral and written activities relating to these topics. They will be introduced to the language through speaking and listening - repeating teacher-modelled use of language, verbally responding to questions asked, listening to shared stories and books, through performance and play, as well as through rhymes, songs/clips, role-play and actions games, poems, chants and creative activities.

As always, 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.
**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.

The beginning of this term’s 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: “Celebrations and traditions are influenced by family, culture and community” which will drive our final activity for this year when the students use a range of paper folding, tracing and cutting skills to work through a series of steps to create their own Chinese Dragon symbolising Chinese New Year celebrations.

**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.