

St Paul's School

Year Two Learning Outline Term Two, 2018

Subject	Summary of content	How you can help your child
English	<p>Language</p> <ul style="list-style-type: none"> • Sentence Structure (capitals and full stops; making sense) • Adjectives, nouns, verbs, synonyms, adverbs • Spelling – r controlled vowels (ar, ir, ur, or) • Shared Texts-non-fiction text • Home Reading • Sight Word Program • Speaking task – imaginary animal <p>Literacy</p> <ul style="list-style-type: none"> • Handwriting –continuing cursive script by introducing rounded entries and exits • Comprehension: prior knowledge, summarising, evaluating • Genre writing: information reports • Editing 	<ul style="list-style-type: none"> • Encourage your child to read every night. Talk to your child about the book/s they are reading; what is happening, who are the characters, what do they like/dislike about this book. • Share non-fiction texts about animal lifecycles with your child. Discuss the names of the various stages and the names of the baby and adult animals. • Discuss the weekly spelling with your child • Encourage your child to learn their spelling words • Practise sight words: memory games, bingo games • Encourage children to identify mistakes in their own work and make changes • On-line games: www.studyladder.com www.turtlediary.com
Maths	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Working with 3 digit numbers: comparing & ordering, odd and even, place Value in context • Counting patterns – 1, 2, 5, 10 up to and past 100, starting from any number • Addition of 2 digit numbers with no regrouping • Number Facts – doubles to 20: adding 10, subtracting 10 • Counting and small collections of notes <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Ordering lengths from shortest to longest • Understanding flip and slide • Exploring symmetry of shapes • Time- months, seasons, days, half past, digital time <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Column graphs • Vocabulary associated with probability: likely, unlikely, impossible, certain, most likely, less likely, more likely <p>Problem Solving Strategies</p> <ul style="list-style-type: none"> • Understand the problem • Devise a plan – look for patterns, draw a diagram • Carry out the plan • Look back – how do I know this is correct 	<ul style="list-style-type: none"> • Encourage your child to go onto Mathematics at least three times/week, • When needed assist your child to complete their Maths homework • Talk to your child about what they are doing in class • Give your child practise in using and counting coins and notes – simple shopping trips • Quick recall of basic number facts – adding 1, adding 2, adding 10, doubles, counting forward and backwards, take away 1, take away 2, take away 10. • Reading the date on the calendar • Encourage your child to count money! • Telling the time – o'clock, half past the hour on digital and analogue clocks • On-line games: www.jumpstart.com www.woodlands-junior.kent.sch.uk/maths/numberskills.html www.turtle-diary.com www.studyladder.com
Science	<p>Living things grow, change and have offspring similar to themselves.</p> <ul style="list-style-type: none"> • Understanding living and non-living • Classification of animals as invertebrates / vertebrates • Identifying the class of an animal as a mammal (placental, monotreme, marsupial), fish, bird, amphibian, reptile, invertebrate (focussing on insects and arachnids) 	<ul style="list-style-type: none"> • Encourage children to read small , interesting facts about animals and their life cycles • Look at the internet for life cycles and compare how different animals grow and change • Labelling drawings • Watch Animal Planet on Discovery Channel; David Attenborough animal shows

	<ul style="list-style-type: none"> • Metamorphosis (focus on butterfly, frog, ladybird) • Changes throughout human life stages • Plant life stages <p>Vocabulary: Life cycle, growing, changing, larva, pupa, adult, egg, young, newborn, live birth, simple life cycle, incomplete metamorphosis, metamorphosis, mammals, marsupials, monotremes, placental mammals, fish, birds, amphibians, reptiles, insects, arachnids, vertebrates, invertebrates, pouch, milk, phases</p>	<ul style="list-style-type: none"> • Discussing the concept of similarities and differences • Read ‘The Ugly Duckling’ and discuss why the “ugly” duckling is different • Look at their own growth from when they were a baby, and predict how they will change in the future • Purchase (sold live at pet stores as food) and observe how Mealworms grow and change <p>• Useful websites: Classifying Animals: https://jr.brainpop.com/science/animals/classifyinganimals/ Platypus Survival and Life Cycle interactive: http://www.scootle.edu.au/ec/viewing/L28/index.html BBC clip about the birth of a kangaroo: http://www.youtube.com/watch?v=2lCKc8tURtc Twinkle Trails Episode 7 — Metamorphosis: https://www.youtube.com/watch?v=clIRMnYSHKY Yellow Jacket Wasps: https://www.youtube.com/watch?v=XhEiz-2cS8k Turtle Diary: www.turtlediary.com (search life cycles)</p>
History	<p>How have changes in technology changed the way we live now?</p> <ul style="list-style-type: none"> • Students have been asked to create a museum exhibit that demonstrates the changes in technology over time. The students will be exploring technology through the communication and housing items. • Each student will choose an artefact to explore and research, and will create their museum exhibit. • The museum will be open towards the end of the term for our parents and community members to visit. 	<ul style="list-style-type: none"> • Talk with your child about how technology has changed our way of life. • Encourage your child to talk with you/grandparents/neighbours and family friends about what life was like for them when they were the same age. • Discuss what they saw at the Historical Village and how it is different to how we live now.
RAVE	<p>Through the study of Old Testament readings students will develop an understanding of what it means to live God’s Way. Students will learn about people who received promises from God and will come to understand that God’s promises can always be trusted- God’s love is unwavering. The essential truths of trust and promise are the key themes that link the readings as students explore what it means to live God’s Way.</p> <p>Big problems, big solutions Genesis 1–11 Promises to Abraham Genesis 12:1–9 God chooses Jacob Genesis 25:19–34 Joseph—Jacob’s son Genesis 29:31–30:24, 37 Joseph in Egypt Genesis 39–40 God’s promises kept! Genesis 41–50</p> <p>As we explore these readings we will relate the key understandings to our own lives.</p>	<p>How you can help at home: Share prayer time with your child. Many Bible stories are available on line. These are a great springboard for discussion. The children are fascinated with the way people lived during the Old Testament times. Key dispositions that we aim to develop are questioning and curiosity.</p> <p><u>Questioning:</u> Engage your child in discussions and encourage them to ask questions. Through questioning we:</p> <ul style="list-style-type: none"> • seek the views and opinions of children; • provide an opportunity for them to share their opinions/views, seeking responses from their peers and adults • encourage creative thought and imaginative or innovative thinking;

		<ul style="list-style-type: none"> • foster speculation, hypothesis and idea/opinion forming; • create a sense of shared learning and decision making. <p><u>Curiosity</u>: Albert Einstein said: "I have no special talents. I am only passionately curious." The curious mind will explore and push the boundaries.</p>
<p>Japanese</p>	<p>"How do I give someone simple directions in Japanese?"</p> <p>To give students some simple Japanese directions so that they can communicate with others and understand others' directions. This equips students with basic direction vocabulary that they can extend and make more complex as they get older.</p> <p>Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>Log your child onto : ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find you child's Year Level under "Year Levels" tab. Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>
<p>Visual Culture</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Gargoyle Candle Holder (Design and Construction) <p>Please note that most of the Visual Culture units in Junior School cover an <i>entire semester</i> of work rather than finishing up at the end of a term. This allows us to explore complex concepts, ideas and skills and gives the students time develop refined artworks in response to the ideas or inspiration that they have been given.</p> <p>The Year 2s are continuing a unit of work on Fantasy Creatures. They have already explored a variety of techniques and media creating their own fantastical creatures. The major project for the semester is the design and construction of a ceramic Gargoyle Candle</p> <p>explored examples of Medieval gargoyles looking at the historical function of these objects as drain pipes on gothic-style architecture. They have completed their own gargoyle design and have started building their candle holder using a simple bowl shape as the base. The students are very excited about these as they will eventually be glazed and fired becoming a functional artwork.</p>	<p>We would love parent help with the clay construction phase of this project and your child's class teacher will let you know when this is coming up if you are interested in getting your hands dirty</p> <p>Please continue to encourage your child to tell you about the work that they are doing in their Visual Culture lesson each week. You might like to encourage your child to do additional research on gargoyles and gothic architecture.</p> <p>Thank you so much for providing a uniform art smock for the protection of your child's clothing.</p> <p>Danielle Young Junior Visual Culture Teacher</p>

Digital Technologies	<p>The students will be exploring digital systems this term, understanding the difference between hardware and software. The students will learn how to use software and hardware to link in with our Science, History and Maths learning. This will include:</p> <ul style="list-style-type: none"> • Collecting and representing data digitally using online software (creating a graph) and computer software (MS Word – creating a table) • Use Popplet on the ipads to represent the life cycle of living things • Take a photo and record an interview about technology in the past • Use Microsoft Word to type labels for our Science Project 	<p>Encourage your child to engage in safe computer and ipad practises by:</p> <ul style="list-style-type: none"> • Working alongside your child on the computer • Encouraging your child to open an internet browser and load a search engine • Going to a specific website by typing the URL in the address bar • Navigate ‘safe’ websites such as Mathletics, BBC Bitesize • Use “Google” to search for information • Dance Mat typing program – http://www.bbc.co.uk/schools/typing/ • Explore life cycles: www.scootle.edu.au Pin: PEMRCL
Music	<p>Year Two students will be consolidating work from Year One; singing, playing ukulele and xylophone, improvising and composing. They will also build on their knowledge of the ukulele by playing single note melodies and they will consolidate their recognition and interpretation of chord progressions. Students will play simple melodies on the xylophone and learn recognise up to five notes in music notation. Year Two Students will be learning and practicing these concepts through songs about Animals.</p> <p>Most of all, Year Two students will have fun making music both individually and in a group setting.</p>	<p>Encourage your child to listen to many different kinds of music, even by just tuning to a different radio station – there are classic rock stations, pop stations, world music stations and classic music stations on AM, FM and digital radio. Talk to your child about songs that have been important in your life, e.g. your favourite song when you were young, your wedding song, a song that reminds you of a person, etc. Make singing a natural part of every day, whether it is in the car on the way to school, while doing things around the house, part of your child’s play or bedtime.</p>



TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT
		PRACTICAL	HEALTH		
Weeks 1-9	Kick, aim, strike	Kick, aim, strike	Advertising targets	Kick, aim, strike	Kick, aim, strike
		In this unit, students will participate in a range of skill drills, activities and modified ball games to build competence in manipulating objects (individually, with a partner and in a modified game situation). Students will be given learning experiences that will require teamwork and allow them to gain an understanding of following the rules, using strategy and cooperation with others.	Weeks 3-12 In this unit, children explore health messages which target their age group, such as advertising – sun and water safety, food. They identify the products that are being sold and how they sell the products. Children identify slogans and create their own positive health message.	-Hat -Water Bottle Advertising targets -School workbook (Provided)	On-going assessment across cricket activities Advertising targets Completed workbook activities
Weeks 10-19	CrossFit Kids	CrossFit Kids		CrossFit Kids -Hat -Water Bottle	CrossFit Kids On-going assessment throughout the term.
		In this unit students will develop movement and body mechanics through a fun, inclusive environment. This will focus on the child's entire body: muscular, skeletal, vestibular, proprioceptive, nervous, cognitive and emotional systems. They will identify how their body responds and feels during physical activity.			

HOME STUDY FOCUS

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- > Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play.
- > Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt.
- > Promote a healthy and an active lifestyle.
- > Try to encourage your child to be active each day through example.
- > Discuss situations that happened at school and help them to create strategies to develop positive relationships.
- > Discuss ways to help other students who may be experiencing difficulties.
- > Recognise and discuss Health messages appropriate for grade 2 students.

ADDITIONAL INFORMATION

PE lessons:

Students wear their school uniform for HPE lessons, they also need to bring a water bottle and hat to each lesson.

Valuables:

All valuables are to be left within the classroom and brought to the attention of the class teacher.

Jewellery

The wearing of watches, chains and sleeper earrings are to be removed prior to the PE Lesson or left at home on these particular days.

Books

Students will be provided with a Work Book for their Health lessons. This book needs to be present for all sessions and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.