

St Paul's School

Year Two Learning Outline

Term Three, 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, making sentences more interesting by using conjunctions) Adjectives, nouns, verbs Spelling – Letterland and Soundwaves, oy as in toy, oi as in coin, au as in cause, aw as in saw, oo as in book, u as in put, ou as in out, ow as in how Shared Texts – fiction, aboriginal stories. Home Reading Sight Word Program <p>Literacy</p> <ul style="list-style-type: none"> Handwriting –continuing cursive script by introducing diagonal joins and horizontal joins Comprehension – weekly reading groups that focus predominately on answering questions before, during and after reading. Genre writing: persuasive Editing 	<p>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.</p> <p>Share fiction texts and discuss the structure of the story. Look at the sequence of events, the problem and how it was solved. Talk about the characters and the type of people they are. Discuss what parts make the story the most interesting.</p> <p>Encourage your child to tell you their opinion about a topic. Ask them to give you reasons why they think that eg. We should have ice cream tonight because it is a dairy product that helps to build strong bones!</p> <p>Discuss the weekly spelling with your child</p> <p>Encourage your child to learn their spelling words Practice sight words: memory games, bingo games</p> <p>Encourage children to identify mistakes in their own work and make changes</p> <p>Try logging onto www.soundwaveskids.com.au – use the password going156 find the sound for the week and play some of the games, use the segmenting tool to help with phoneme homework.</p>
Maths	<p>Number & Algebra</p> <ul style="list-style-type: none"> Working with 3 digit numbers: Number lines, comparing & ordering, odd and even, place Value in context Beginning multiplication arrays – multiplication as repeated addition Fractions – halves, thirds, fourths Addition of 3 digit numbers with no regrouping <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Features of a map: direction, coordinates, compass points, giving directions, map symbols. Time – revising o'clock, half past and quarter past, introducing quarter to. 3D shapes, naming and the properties of. <p>Statistics and Probability</p> <ul style="list-style-type: none"> Picture graphs <p>Problem Solving Strategies</p> <ul style="list-style-type: none"> Understand the problem Devise a plan – act it out, 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 Mathletics 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. 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. Talk about real life objects that are 3D shapes, name the shape and discuss the properties. <p>Assessment Tasks:</p> <ul style="list-style-type: none"> Portfolio Assessment (ongoing) Problem Solving Check in Fortnightly Check ins

<p><i>Science</i></p>	<p><i>This semester we will be exploring the earth's resources, in particular the use and misuse of water.</i></p> <p><i>We will look at where water comes from and where it goes. Student will consider the potential problem of water running out and design a campaign to save water.</i></p>	<ul style="list-style-type: none"> ■ <i>Be aware of water usage in your house.</i> ■ <i>Do you have a rainwater tank? Recycled water system? Why or why not? Discuss your reasons with your child.</i> ■ <i>Look at ways that you can save water in the home. Make your child aware of running taps and wasted water.</i> ■ <i>When you are out on weekends have a look at your local waterways and the pollution that could be around them. Discuss the impact that polluting our water has on the environment and our health.</i>
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<p>Geography</p>	<p>Focus Questions:</p> <ul style="list-style-type: none"> - How are people connected to their place and other places? - What factors affect my connection to places? <p>Place: Significance of places and what they are like Space: Significance of location Interconnection: Emphasis that no object of geographical study can be viewed in isolation Scale: Examination of geographical phenomena at different spatial levels</p> <p>Geography Skills:</p> <ul style="list-style-type: none"> ▪ Continents of the World (7) ▪ Oceans of the World (5) ▪ Australia's States and Territories (8) ▪ Equator, Tropic of Cancer, Tropic of Capricorn ▪ Northern & Southern Hemispheres ▪ Compass Points to describe direction ▪ Scale 	<p>Encourage your child to talk about what we've been learning and sharing in class. Hopefully this will promote some sharing and discussion in your household about how your family is connected with places near and far.</p> <ul style="list-style-type: none"> • Place of birth (family and friends) • Friends & Family living overseas/around Australia • Family holiday destinations • Try different types of cuisine and notice important ingredients and ways of eating • Traditional clothing from other countries • Make street directories, atlases, encyclopaedias and books about countries and continents available – it is nice to physically hold these items, rather than always looking at a screen. • Explore these Websites (and others of interest): <ul style="list-style-type: none"> a) http://www.timeforkids.com/around-the-world b) https://www.youtube.com/watch?v=UtbLgruKI+M c) https://www.youtube.com/watch?v=aQVQbGDojo
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<p>RAVE</p>	<p>Through the study of Old Testament readings students will continue to learn about people in the Old Testament who were recipients of God's promises. Students will recall God's promises to Abraham and recognise which promises had been fulfilled. Students will continue to develop their understanding that God is trustworthy and that his promises are for all who trust and follow Jesus who is ultimately the fulfilment of all God's promises.</p> <p>Our discussions will start with Moses and we will follow his big adventure until his people return to the Promised Land.</p> <p>Students will retell the readings through storyboards, sketching and creation of simple summaries.</p> <p>As we explore the readings in Exodus students will have the opportunity to consider the values of trust, gratitude and collaboration.</p> <p>Students will be encouraged to connect the readings to examples in their own life.</p>	<p>How you can help at home:</p> <p>Share prayer time with your child and engage them in discussions.</p> <p>Encourage your child to give thanks – how do they express gratitude?</p> <p>Ansley Roan in 'Parents' suggests the following:</p> <p>Appreciate Small Moments</p> <p>Take time to appreciate the good things with your kids. Use travel time in the car as an opportunity to share something positive, perhaps by saying, "Look at the pretty leaves on that tree" or "Wasn't it fun to make that drawing in class today?" These simple conversation starters encourage children to contemplate and appreciate the blessings around them. When you tuck them into bed, ask what they're grateful for that particular day. Gradually weave these observations and questions into your time together to cultivate thankfulness.</p> <p>Children may wish to explore online Bible stories. The Beginners Bible is a great starting point. The story of Moses can be found:</p> <p>https://www.youtube.com/watch?v=65KgsHuFKd4</p> <p>Bibles: A selection of Children's Bibles are available in our school library. Students are welcome to borrow these.</p> <p>Key to our study is the development and understanding of trust and collaboration. You may wish to explore these concepts within your own family context.</p> <p>Songs: The students will also learn a selection of songs. Colin Buchanan is a firm favourite</p>
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<p>Japanese</p>	<p>"How do I give someone simple directions in Japanese?" (Continued)</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</p> <p>http://spsjapanese.wix.com/sps-japanese</p> <p>You can find you child's Year Level under "Year Levels" tab.</p> <p>Watch some videos and try some of the links to games and activities and have fun!!!!!!</p> <p>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 (Art)</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Completing Seasonal Self-portrait • Completing Gargoyle Candle Holder: Painting and Glazing • Sally Gabori Ripple Painting in acrylics • Atlantis Underwater Landscape <p>Formative Assessment:</p> <p>On-going observations and discussions</p> <p>Summative Assessment:</p> <p>Sally Gabori Painting</p> <p>Atlantis Underwater Landscape</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>The Year 2 students are currently completing two pieces of artwork. They are finishing off a Seasonal Self-portrait. Students are using a photographic image of their face and are adding painting and collage details to complete their portrait.</p> <p>The students are also completing their Gargoyle candle holder from Term 2. This has been an ambitious project however they are looking quite spectacular and the children are very excited about them. The clay work has now been fired and the students will be painting and glazing them to ensure that they become functional art works. I know that they are looking forward to sharing them with you once they are completed.</p> <p>Following the Gargoyles the Year 2s will study the work of indigenous painter Sally Gabori from Mornington Island. Gabori's beautiful, abstract but richly symbolic work will be the inspiration for the students to create a large-scale acrylic painting focussing on the surface of the water.</p> <p>Following this we will examine the legend of the lost city of Atlantis with the students being asked to create their own Underwater Landscape using pen, oil pastels and ink.</p>

<p>ICT</p>	<p>This term students will learn how to create simple algorithms, giving instructions that tells objects to perform simple operations eg. draw, move, jump, repeat.</p> <p>Students will complete course 1 of the code.org online course for primary school students.</p>	<p>Encourage students to go to coding club on Fridays at lunchtime!</p> <p>Encourage your children to engage with coding with online programs or ipad apps like Tynker, Scratch Jnr, Run Marco, Daisy the Dinosaur, Bee-Bot, Blue-Bot and Kodable.</p> <p>Assessment: Ongoing observations Create your own Flappy Bird Game Create your own Sports Game</p>
<p>Music</p>	<p>Year Two students will be studying a unit on The Beatles and will participate in practical activities including improvising and composing. They will also build aural skills and co-ordination through ukulele playing and class singing, consolidating their recognition and interpretation of chord progressions. Students will complete rhythmic composition activities both in groups and individually. Students will play simple melodies on the xylophone and learn recognise up to five notes in music notation.</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 a range of musical styles on the radio, on CDs, records or MP3s. Listen to The Beatles with your child and encourage singing along 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. Singing along or clapping/tapping along to the beat will help build confidence in performance and aural rhythmic skills.</p>

TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT
		PRACTICAL	HEALTH		
Weeks 1-9	Gymnastics	<p>Gymnastics</p> <p>In this unit, students are provided with the opportunity to learn through movement. They develop a wide range of fundamental movement skills and increase in complexity. They will learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.</p>	<p>Our culture, staying safe</p> <p>Weeks 3-12</p> <p>In this unit, children identify the cultures of people living in Australia and how different cultures share their cultural beliefs and celebrations from person to person. Students identify safe and unsafe situations, such as personal safety, taking medicines, water, and sun safety.</p>	<p>Gymnastics</p> <p>-Hat</p> <p>-Water Bottle</p> <p>Our culture, staying safe</p> <p>-School workbook (Provided)</p>	<p>Gymnastics</p> <p>On-going assessment throughout Term 1 focusing on balancing, rolling and locomotion.</p> <p>Our culture, staying safe</p> <p>Completed workbook activities</p>
Weeks 10-19	Kick, aim, strike	<p>Kick, aim, strike</p> <p>In this unit, students will participate in a range 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.</p>		<p>Kick, aim, strike</p> <p>-Hat</p> <p>-Water Bottle</p>	<p>Kick, aim, strike</p> <p>On-going assessment across cricket activities</p>

HOME STUDY FOCUS

- 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 the different cultures of people living in Australia
- Discuss how different cultures share their cultural beliefs and celebrations from person to person.
- Recognise and identify safe and unsafe situations, such as personal safety, taking medicines, water, and sun safety.

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.