

Year Two - Term Four Learning Outline 2018

Subject	Summary of content	How you can help your child
English	<p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading with levelled readers, focussing on Prediction, Visualising, Questioning and Summarising as comprehension strategies. • Shared Reading of Fables, focussing on question and response as a comprehension strategy. • Independent reading through Daily 5 • Daily Home Reading • Sight Word Program <p>Writing:</p> <ul style="list-style-type: none"> • Guided and Shared writing opportunities through the exploration of Fables • Quick Writes through Daily 5 activities • Independent writing of a Fable • Focussing on joins with handwriting • Letterland and Soundwaves: the three sounds of ed, ing rules, able, ible, less and ness (suffixes) • Focussing on Editing as a strategy to improve writing. <p>Speaking:</p> <ul style="list-style-type: none"> • Sharing task where students retell a Fable using costumes and/or props. 	<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 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. • Have your child retell you narratives they have read. • Discuss the weekly spelling with your child • Encourage your child to learn their spelling words • Practise sight words: memory games, bingo games • Complete literacy activities in the Magical Mixtures booklet. • Encourage children to identify mistakes in their own work and make changes
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 • Continuing multiplication arrays – multiplication as repeated addition • Beginning addition as a group of objects shared evenly • Fractions – halves, thirds, fourths • Addition of 2 digit numbers with regrouping • Money, notes and coins <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Time – revising o'clock, half past and quarter past, quarter to. • Flips, slides and turns <p>Problem Solving Strategies</p> <ul style="list-style-type: none"> • Understand the problem 	<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. • Telling the time – o'clock, half past the hour, quarter past and quarter to on digital and analogue clocks • On-line games: http://www.sheppardsoftware.com/mathgames/placevalue/fruit_shoot_place_value.swf

	<ul style="list-style-type: none"> • Devise a plan • Carry out the plan • Look back – how do I know this is correct? 	https://www.sheppardsoftware.com/math/games/placevalue/mathman_place_exp.htm
Science	<p>WEEKS 1 & 2: SAVE WATER</p> <p>Continue to apply our knowledge of water problems to an advertising campaign that will convince the public that we must save water for the future of the world.</p> <p>What is it made of?</p> <ul style="list-style-type: none"> • Build scientific vocabulary • Identifying the properties of materials <p>What happens when we mix and combine materials?</p> <ul style="list-style-type: none"> • Recording observations • Playdough investigations <p>How are materials recycled into new products for the good of the environment?</p> <ul style="list-style-type: none"> • Looking at a recycling plant • Separating mixtures <p>How are materials recycled into new products for the good of the environment? (Continued)</p> <ul style="list-style-type: none"> • Conducting a fair test • Recording observations • Compare your findings with others 	<p>Mixtures:</p> <p>Discuss the students' experiences with the key dispositions in this unit:</p> <ul style="list-style-type: none"> • Collaboration • Ambiguity • Failing Forward • Optimism <p>Encourage Hands-on Learning</p> <ul style="list-style-type: none"> • Help in the kitchen at home • Make mixtures outdoors (mud pies, magic potions!) • Mix paint to make new colours <p>Real-Life Use and Vocabulary</p> <ul style="list-style-type: none"> • Recycling materials • Properties of materials • Verbs that help describe the process of mixing materials • Observe people in their everyday life using mixtures to create something new • Discuss the properties of materials, and predicting how they would change if added to something else
Geography	<p>Continuing from last term:</p> <p>Explore the places we live in and belong to, and learn to observe and describe features of places. Discover their own environment and other places, and recognise how places vary in terms of their natural features.</p> <p>Continue to develop understanding of the Key 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>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"> o Place of birth (family and friends) o Friends and Family living overseas / other parts of Australia o Types of cuisine and important ingredients o Traditional clothing from other countries <p>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.</p>
RAVE	<p>This term we pick up on the big rescue story in Exodus. We start with recalling the readings to date and considering the importance of rules and</p>	<p>How you can help at home:</p> <p>Share prayer time with your child and engage them in discussions.</p>

	<p>why we need them. We look at special places and how God asked Moses to build the tabernacle. We then explore the journey into the Promised Land. Finally, we consider the greatest story, that of the birth of Jesus.</p> <p>Whilst reading the Bible we link our new understanding to our lives and consider how important it is to build love and trust.</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: https://www.youtube.com/watch?v=65KgsHvFKd4</p> <p>Bibles: A selection of Children’s Bibles are available in our school library. Students are welcome to borrow these.</p> <p>Songs: As we head towards Christmas it would be wonderful to start learning some Christmas carols. YouTube has many to choose from.</p>
<p>Japanese</p>	<p>Students learn to follow commands (following on from directions) and then give those same commands to others learning about the Japanese conventions regarding politeness and the different levels of politeness.</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: NEW STUDENTS : Try the “HIRAGANA PART 1”PAGE or “SPEAKING PART 1” PAGE At: http://spsjapanese.wix.com/sps-japanese (for updates and links) https://www.facebook.com/stpaulsjapanese</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"> • Atlantis Underwater Cityscape • Sally Gabori Ripple Painting in acrylics 	<p>Please continue to encourage your child to tell you about the art work that they are completing each week.</p> <p>The students are currently completing an Underwater Cityscape inspired by the legend of Atlantis. Oil pastels and coloured ink wash have been used with the students focussing on both architectural and imaginative details as well as the under-sea environment.</p> <p>Following this the students examine to the work of indigenous artist Sally Gabori. Gabori hails from Mornington Island and her work is closely influenced by the water surrounding her homeland as well as the traditional fishing practices of her people. Gabori’s beautiful paintings are providing inspiration for the students to create their own abstract yet symbolic painting focussing on the surface of the water. Students use acrylics on large-scale coloured paper and will experiment with mixing, blending and layering their own colours.</p>
<p>ICT</p>	<p>Coding</p>	<p>Encourage your child to have a go at some Code.org ‘Hour of Code’ activities at home!</p>

	<p>This term students will be building on their coding experience, after completing their Code.org coding course.</p> <p>The children will attempt to create their own 'Flappy Bird' and 'Basketball' games, using coding tiles to design the game</p>	
Music	<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>

Learning Outline **Year 2 HPE** semester #2 – 2018

TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT
		PRACTICAL	HEALTH		
		<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>Gymnastics</p> <p>-Hat -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 Completed workbook activities</p>

		<p>Swimming</p> <p>In this unit, students are provided with the opportunity to learn through movement in the water. They develop a wide range of fundamental aquatic skills and increase in complexity.</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>Swimming</p> <p>-SPS Swimmers -Swim Cap -Sun-shirt -Towel -Googles (optional) - Thongs</p> <p>Minor Games</p> <p>-Hat -Water Bottle</p>	<p>Swimming</p> <p>On-going assessment throughout Term 1 focusing on the different stroke techniques.</p>
--	--	---	---	--	---

Weeks 10-19 Weeks 1-9 Swimming Gymnastics

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.

