Maronite College of the Holy Family

Grade Curriculum Notes

Year Two

2016
Teaching Staff

Grade: YEAR TWO
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  Mrs. Farah
  Mrs. Chalhoub

Library Teacher:
  Mrs. LeMerle

Learning Support Staff:
  Ms Zdrilic
## Term 1 Overview

Below is a term overview for the work carried out for each subject in Year 2. You will also receive a similar outline at the beginning of terms 2, 3 and 4.

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<thead>
<tr>
<th>KLA</th>
<th>Outcome Description</th>
<th>Unit Outline</th>
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<tr>
<td>English</td>
<td><strong>Speaking and listening</strong>&lt;br&gt; EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</td>
<td>English is linked with this term’s Geography topic – Australia&lt;br&gt; - Speaking and listening&lt;br&gt; Students talk about a news item once a week and be asked questions about their news item by their peers. Some topics include:&lt;br&gt; - Favourite book&lt;br&gt; - Favourite toy&lt;br&gt; -If they can fly to anyplace in the world where would they go and why.&lt;br&gt; - Weekend news&lt;br&gt; -Presentations on topics in other KLAs</td>
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<td><strong>Writing and representing</strong>&lt;br&gt; EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</td>
<td><strong>Guided Reading</strong>&lt;br&gt; <strong>Independent Reading</strong>&lt;br&gt; <strong>Modelled Reading</strong></td>
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<td><strong>Handwriting and using digital Technologies</strong>&lt;br&gt; EN1-3A composes texts using letters of consistent size and slope and uses digital technologies</td>
<td>Students participate in reading groups four times a week for forty minutes. They are also expected to read at home every night for 15 to 20 minutes.</td>
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<td><strong>Reading and viewing</strong>&lt;br&gt; EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</td>
<td><strong>Modelled Reading Texts:</strong>&lt;br&gt; * Are We There Yet by Alison Lester&lt;br&gt; * When will it Rain by Kate Gumming&lt;br&gt; * Ernie Dances to the Didgeridoo by Alison Lester&lt;br&gt; * The Broken Quad Bike by Kate Gumming</td>
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<td><strong>Spelling</strong>&lt;br&gt; EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</td>
<td>- Students complete a cloze passage&lt;br&gt; - Children participate in phonics, grammar and punctuation activities from the Jolly Grammar book.</td>
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<td><strong>Grammar, punctuation and vocabulary</strong>&lt;br&gt; EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</td>
<td>- Students complete a comprehension worksheet; this gives the teacher an understanding of how well the student understood the text.</td>
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<td><strong>Thinking imaginatively and creatively</strong>&lt;br&gt; EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</td>
<td>- Group work, presentations and reflections.&lt;br&gt; -Self assessment.&lt;br&gt; -Critical thinking activities.&lt;br&gt; -Child centered learning.</td>
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<td><strong>Speaking and listening 2</strong>&lt;br&gt; EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</td>
<td><strong>Writing:</strong>&lt;br&gt; <strong>Information texts</strong> – An information text retells the series of events for the purpose of entertaining.&lt;br&gt; Students read a range of stories eg. Jack and the Beanstalk, Little Red Riding Hood, Cinderella etc.</td>
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<td><strong>Imaginative texts</strong> – Students write a range of imaginative texts based on the story read during modelled/independent reading.</td>
<td><strong>Persuasive texts</strong> – Students write using convincing language to persuade the reader. This links with the texts being read in modelled/independent reading.</td>
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<td><strong>Poetry</strong>– Students write various poems of different Australian landmarks. Students are encouraged to use adjectival phrases and descriptive adjectives in their writing.</td>
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Writing and representing
EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

Reading and viewing
EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

Expressing themselves
EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

Reflecting on learning
EN1-12E identifies and discusses aspects of their own and others’ learning

Library
TS1.1 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

V2 Enjoys experiencing and responding to a range of spoken and written texts.

Mathematics

MA1-1WM, MA1-2WM, MA1-3WM, MA1-8NA, MA1-4NA
Content: Develop confidence with number sequences from 100 by ones from any starting point (ACMNA012)
Recognise, model, represent and order numbers to at least 1000 (ACMNA027).
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)
Group, partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)

MA1-WM, MA1-3WM, MA1-9MG
Content: Compare and order several shapes and objects based on length, using appropriate uniform informal units (ACMMG037)

MA1-1WM, MA1-15MG
Content: Describe and draw two-dimensional shapes, with and without the use of digital technologies (ACMMG042)

Grammar:
Throughout this term students learn and adopt the following grammatical features into their writing based on the Jolly Grammar program.

Spelling:
Students receive a new spelling list at the start of each week and are tested on Friday. Each student has their own set quota. They move up a quota after achieving full marks over two consecutive weeks.
The Look, Say, Cover, Write, Check method will be encouraged to develop children’s visual memory technique.

- Revision of book care, borrowing and returning
- Using alphabetical order in the library – locating books by authors’ surnames
- Familiarisation with the non-fiction section

*Students are encouraged to use the hundreds chart to count by 2’s, 5’s, 10’s
* Students use numeral expanders, place value charts and base 10 materials to solve various addition problems.
* Use of 10 frames and counters will assist the students to make addition questions
* Students will be divided into Count Me Into Groups and play CMIT games when addition is taught.
*During this topic students use the skip counting method and number lines to identify various number patterns.
*Students are taught to count by 1’s, 2’s, and 5’s.

*Students order various items from smallest to tallest.
* Students estimate the length of different objects in their classroom using informal units such as, pegs, pop ticks and rulers.

*In this topic, students revise various 2D shapes including their names and properties eg. Sides and corners.
*Students use Geoboards to make regular and irregular shapes.
Investigate the effect of one-step slides and flips, with and without the use of digital technologies (ACMMG045)
Identify and describe half-turns and quarter-turns (ACMMG046)

**MA1-5NA, MA2-1WM**
Content:
Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)

**MA1-1WM, MA2-16MG,**
Content:
Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)

**MA1-WM1, MA1-2WM, MA1-3WM, MA1-8NA**
Content:
Describe patterns with numbers and identify missing elements (ACMNA035)
Solve problems by using number sentences for addition or subtraction (ACMNA036)

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**Religion**

Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.

The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.

<table>
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<tr>
<th>Unit Stage: 12C1</th>
<th>Topic 1: Jesus helps me to love</th>
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<td>Topic 2: Lent – Being alone</td>
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<tr>
<th>Unit Stage: 12C2</th>
<th>Topic 3: Easter Triduum – Never alone</th>
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<td>Topic 1: This unit leads students to understand and appreciate Jesus as the model of Christian living.</td>
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<td>- During this topic students observe pictures or posters of Jesus being a friend to some biblical characters. As a group, students discuss how Jesus has set the perfect example of what a good friend is.</td>
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<td>- Students form a circle with a candle lit in the centre (the candle symbolizes Jesus). During this lesson a student at a time reads a prayer of praise and thanksgiving, while the rest of the class responds.</td>
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<td>Topic 2: This unit focuses on the prayerful aspect of Lent. It enables the students to look for, know and find God within themselves.</td>
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<td>- Students revise ways of preparing for Easter, highlight the need for prayer. Children are shown a poster of the Australian desert and told that Jesus once was alone in a desert for a very long time. Students listen to the parable <em>Jesus Goes to the Desert</em>. As a group, we discuss:</td>
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<td>- How did Jesus get the strength to last as long as he did? Do you think prayer helped him? How?</td>
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<td>- Refer back to the Lenten Tree. Children revise their promises that they made to help prepare for Lent. Children are given a minute alone to reflect on how well they are keeping their promises.</td>
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<td>- Just as Jesus prayed to God in the desert, we need to pray to God too, especially during Lent.</td>
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<td>Topic 3: In this unit, students examine the prayerful aspect of Holy Week focusing on the example of Jesus who was able to talk with his father about his feelings, fear and problems.</td>
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<td>- During this unit, children are reminded that just as we turn to our family and friends for someone to</td>
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As a class, we brainstorm the times and places we pray. Eg:
- at school assemblies
- in class
- in the church
- in bedroom etc
and record reasons why we pray.

Students are taught that they need to talk and listen to their friends if they want to get closer to them. This is the same if they want to get closer to God. This was the same for Jesus.

- Students are invited to start a discussion on special meals. As a group the students discuss reasons why people come together to eat and the different types of food and drink that are often available. As a class the students read the story of The Last Supper. Using real bread and water, the students re-enact the story.

The teacher stresses that just as we need to be with our friends at times, so did Jesus.

Geography

Topic: People and Places
• describes features of places and the connections people have with places GE1-1
• communicates geographical information and uses geographical tools for inquiry GE1-3

Students explore places across a range of scales within Australia and Australia’s location in the world. Students represent and describe the position of objects on maps and within their local area. They gather, organise and display data on the places people have visited in Australia and examine the factors influencing people’s access to places. They discuss connections people have with places, both locally and globally. Students respond to texts to understand the special connection Aboriginal Peoples have to Country.

Personal Development, Health & Physical Education

Health - Topic: Getting along with others
SLS1.13- Demonstrates an emerging awareness of the concepts of safe and unsafe living.

Physical Education – Swimming
MOES1.4 – Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

Health - Unit Focus:
*As a class students discuss the class, school and water safety rules and the importance.
*Students discuss the consequences for breaking rules.
* Students not only role good and bad manners but also discuss both behaviors.
* Students discuss their relationships with family and friends and discuss and come up with strategies for problem solving in order for them to get along with their family and friends.
* Role – Play of various scenarios

Swimming – Students participate in the swimming program for 2 weeks. They are given the opportunity to learn water safety, floating and moving skills as well as basic swimming strokes. The swimming program is conducted at the Aquatic Centre Homebush, with qualified instructors.
| Creative Arts | VISUAL ARTS –  
VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.  
VAS1.2 Uses the forms to make artworks according to varying requirements. E.g. drawing and painting.  
APPRECIATING  
VAS1.3 Realises what artists do, who they are and what they make.  
VAS1.4 Begins to interpret the meaning of artworks acknowledging the roles of artists and audience.  
DRAMA –  
DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.  
DRAS1.2 Coves story depicts events and expresses feelings by using the elements of drama (dramatic tension, contrast, symbol, time, space, focus, mood) movement and voice skills and the expressive skills of movement and voice.  
PERFORMING  
DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.  
APPRECIATING  
DRAS1.4 Appreciates dramatic work during the making of their own drama and drama of others.  
Music -  
Outcomes - Students will Sing, play and move to a range of music, demonstrating an awareness of musical concepts. They will explore, create and organise sound in simple structures, using symbol systems to represent sounds. They will respond to range of music, expressing likes and dislikes and reasons for these choices.  

|  | Many activities have been inspired by Shared Reading activities. Other activities are integrated with Mathematics, Easter and the HSIE unit  
|  | * Aboriginal Painting  
|  | * Shapes and Colours  
|  | * Rainforest Flowers  
|  | * Wet and Dry Environments  
|  | * Easter Egg  
|  | * Crayon-Resist Dyeing  
|  | * Field of Easter Bilbies  
|  | * Easter Basket  

|  | A variety of activities have been integrated with Religion and Health.  
|  | Health – Role-playing scenarios displaying appropriate behaviour for interpersonal relationships.  
|  | Religion – Activities involve the re-enactment of various biblical stories on the life of Jesus:-  
|  | * The Wedding at Cana  
|  | * Lazarus  
|  | * A Net Full of Fish  
|  | * The Last Supper  

|  | Games and songs  
|  | Year 2 are learning funny songs about crocodiles and snakes among other things. They are discovering the difference between music which has a beat and music which does not.  |