



*Maronite Sisters of the Holy Family*  
**MARONITE COLLEGE OF THE HOLY FAMILY**

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# Maronite College of the Holy Family

## Grade Curriculum Notes

### Year Two



**2018**

# *Teaching Staff*

*Grade: YEAR TWO*

*Stage Coordinator Ms Rozario*

*Grade Teachers: Ms Rizk  
Mr Munce  
Ms Taouk  
Mrs Dababneh/ Ms Wormleaton*

*ESL/Integration Teachers: Mrs LeMerle/ Ms Pantaleone  
Ms Rozario*

*Learning Centre Teacher: Miss Roumanus*

*Learning Support Staff: Mrs El Asmar*

*Arabic Teachers: Mrs Sassine  
Mrs Zaiter  
Mrs Chalhoub  
Mrs Farah*

## Curriculum Notes

### Homework:

Your child should be spending 30-40 minutes on homework each night as well as reading for 15-20 minutes.

Monday	Spelling, Arabic, Home Reader, one page from Homework Booklet and Magic Sight Words
Tuesday	Spelling, Arabic, Home Reader, one page from Homework Booklet, and Magic Sight Words
Wednesday	Spelling, Arabic, Home Reader, Journal Writing and Magic Sight Words
Thursday	Spelling, Arabic, Critical Thinking Activity, Home Reader and Magic Sight Words

### Perfect homework reward:

Term 1: To be decided by the class.

Term 2: To be decided by the class.

Term 3: To be decided by the class.

Term 4: To be decided by the class.

English/Mathematics: Some of the key concepts covered in English and Mathematics include:

	Term 1	Term 2	Term 3	Term 4
<u>English</u>	<p><b>Reading</b>  <b>Reciprocal Reading-</b> The children are placed in levelled groups. Reading and Writing activities are completed during this time.  <b>Shared Reading-</b> Big Books, whole class activities.  <b>Phonics-</b> Phonics is integrated in reading/writing activities.  <b>Grammar-</b> Formally taught and integrated in reading/writing activities.  <b>Writing-</b> The text types that will be covered are: Imaginative Texts, Informative Texts and Persuasive Texts.  <b>Spelling-</b> Students receive a new list each week. These words are integrated with phonics and topic words related to texts read throughout Geography and English lessons.  <b>Handwriting-</b> Teacher models letter formation Independent work is completed in student's handwriting text book.  <b>Speaking and Listening-</b> Class presentations are integrated across all subject areas. Students demonstrate directed listening, personal response, research and reporting.</p>			
<u>Mathematics</u>	<p>In Mathematics the teaching and learning activities are ongoing and planned around the syllabus strands. These are:</p> <ul style="list-style-type: none"> <li>- Working Mathematically</li> <li>- Number and Algebra</li> <li>- Statistics and Probability</li> <li>- Measurement and Geometry</li> </ul> <p>Count Me in Too- Number strand- Each week the children participate in 'hands on' activities.</p>			

Integrated Units: The following units are covered throughout the year:

Subjects	Term 1	Term 2	Term 3	Term 4
<b>Religion</b>	Unit Stage: 12C1 Topic 1: Jesus helps me to love Unit Stage: 12C2 Topic 2: Lent – Being alone Unit Stage: 12C3 Topic 3: Easter Triduum – Never alone	Unit Stage: 12C4 Unit Topic 1: Easter Season - Jesus is with us Unit Stage: 12C5 Unit Topic 2: The Pentecost Story	Unit Stage: 12C6 Unit Topic 1: Unit Title: Reconciliation: living in a forgiving community Unit Stage: 12E Unit topic 2: Mission Loving God and others like Jesus	Unit Stage: 12C8 Unit Topic 1: Waiting for Christmas Unit Stage: 12C9 Unit Topic 2: Waiting is Over
<b>Geography/History Science</b>	<b>Geography</b>  - People and Places	<b>Science and Technology</b>  -Living World: Watch it Grow  Science and Technology Earth and Space: Water Works	<b>History</b>  -The Past in the Present	<b>Science and Technology</b>  - Material World: All Mixed up  Built Environments and Products
<b>Creative Arts</b>	Visual Arts Drama	Music Visual Arts Dance	Music Dance Drama	Music Dance Visual Arts
<b>PDHPE</b>	<b>Personal Development &amp; Health</b>  Interpersonal Relationship  <b>Physical Education</b>  Swimming Games and Sports	<b>Personal Development &amp; Health</b>  Personal Health Choices  <b>Physical Education</b>  Active Lifestyles	<b>Personal Development &amp; Health</b>  Safe Living  <b>Physical Education</b>  Playing the game	<b>Personal Development &amp; Health</b>  Growth and Development  <b>Physical Education</b>  Elements of Dance

Students will work with the following specialist teachers throughout the year:

Learning Centre	2 Purple: Tuesday- 9:00-10:00am 2 Diamond: Tuesday- 9:00-10:00am 2 Jade: Wednesday- 9:00-10:00am 2 Pink: Wednesday- 9:00-10:00am
Arabic	Year 2 Arabic Monday –Friday- 12:20- 12:50pm

## 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.

KLA	Outcome Description	Unit Outline
<b>English</b>	<p><u>Speaking and listening</u></p> <p><b>EN1-1A</b> communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p><u>Writing and representing</u></p> <p><b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p><u>Handwriting and using digital Technologies</u></p> <p><b>EN1-3A</b> composes texts using letters of consistent size and slope and uses digital technologies</p> <p><u>Reading and viewing</u></p> <p><b>EN1-4A</b> 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</p> <p><u>Spelling</u></p> <p><b>EN1-5A</b> uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p> <p><u>Writing and representing</u></p> <p><b>EN1-7B</b> identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><u>Grammar, punctuation and vocabulary</u></p> <p><b>EN1-9B</b> uses basic grammatical features, punctuation conventions and vocabulary appropriate to</p>	<p>Unit 1 – Weeks 1-6  “Are We There Yet?” by Alison Lester focuses on developing student’s skills in writing Persuasive, Informative and Imaginative texts. Students continue to experiment with and use language features and literary devices to compose texts for different purposes and audiences.</p> <p>Unit 2 – Weeks 7-11  “Ernie Dances the Didgeridoo” by Alison Lester and ‘Seasons’ a multi-modal visual literacy text that focuses on developing student skills in Imaginative and Informative Writing. Students continue to use Figurative Language and the Seven Steps to Writing Success Program in their writing created by Jen McVeity.</p> <p>The ‘Seven Steps of Writing’ program is used to model the structure and language features of writing an Imaginative and Informative text by including aspects such as Planning for Success, Sizzling Starts, Tightening Tension, Banning the Boring, Dynamic Dialogue, Show Don’t Tell and Ending with Impact.</p> <p><b>Writing and Responding-</b>  Students will write various texts such as brochures, poetry, Dreamtime stories and postcards throughout the English unit for Term 1 based on the texts being read.</p> <p><b>Speaking and Listening-</b>  Students create a persuasive travel brochure that is presented to the class.</p> <p><b>Guided Reading:</b>  Students will have reading groups four times a week (Mon-Thurs) for forty minutes. In this time students will be working on their individual reading levels.</p> <p><b>Home Reading:</b></p>

	<p>the type of text when responding to and composing texts</p> <p><u>Thinking imaginatively and creatively</u></p> <p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p><u>Speaking and listening 2</u></p> <p><b>EN1-6B</b> recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p><u>Writing and representing 2</u></p> <p><b>EN1-7B</b> identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><u>Reading and viewing 2</u></p> <p><b>EN1-8B</b> recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p><u>Expressing themselves</u></p> <p><b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the world and their own experiences</p> <p><u>Reflecting on learning</u></p> <p><b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>	<p>Students will receive a guided reading book at the beginning of each week to take home. Students are expected to read every night for 15 to 20 minutes.</p> <p><b>Spelling:</b> Students will receive a new spelling list at the start of each week and will be tested on Friday. Each student will have their own set quota. They will move up a quota after achieving full marks over two consecutive weeks.</p> <p>The <b>Look, Say, Cover, Write, Check</b> method will be encouraged to develop children's visual memory technique.</p>
<p><b>Mathematics</b></p>	<p><b>MA1-1WM</b> - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols.</p> <p><b>MA1-2WM</b> - uses objects, diagrams and technology to explore mathematical problems.</p>	<p><b>Stage 1–Whole Numbers</b> Students:</p> <ul style="list-style-type: none"> <li>• Develop confidence with number sequences to 100 by ones from any starting point</li> <li>• Count collections to 100 by partitioning numbers using place value</li> </ul>

	<p><b>MA1-3WM</b> - supports conclusions by explaining or demonstrating how answers were obtained.</p> <p><b>MA1-4NA</b> - applies place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p><b>MA1-5NA</b> - uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p><b>MA1-8NA</b> - creates, represents and continues a variety of patterns with numbers and objects</p> <p><b>MA1-9MG</b> - measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres</p> <p><b>MA1-15MG</b> - manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p>	<ul style="list-style-type: none"> <li>• Recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line</li> <li>• Recognise, model, represent and order numbers to at least 1000</li> <li>• Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences</li> <li>• Group, partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting</li> </ul> <p><b>Stage 1–Addition and Subtraction</b> Students: Represent and solve simple addition and subtraction problems using a range of strategies, including jump and split strategies</p> <ul style="list-style-type: none"> <li>• Explore the connection between addition and subtraction</li> <li>• Solve simple addition and subtraction problems using a range of efficient mental and written strategies</li> </ul> <p><b>Stage 1–Length</b> Students:</p> <ul style="list-style-type: none"> <li>• Measure and compare the lengths of pairs of objects using uniform informal units</li> <li>• Compare and order several shapes and objects based on length, using appropriate uniform informal units</li> <li>• Recognise and use formal units to measure the lengths of objects</li> </ul> <p><b>Stage 1–Two-Dimensional Space</b> Students:</p> <ul style="list-style-type: none"> <li>• Recognise and classify familiar two-dimensional shapes using obvious features</li> <li>• Describe and draw two-dimensional shapes, with and without the use of digital technologies</li> <li>• Investigate the effect of one-step slides and flips, with and without the use of digital technologies</li> <li>• Identify and describe half-turns and quarter-turns</li> </ul> <p><b>Stage 1- Position</b></p>
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Students:

- Make simple models from memory, photographs, drawings or descriptions, eg students make a model of their classroom
- Use knowledge of positions in real-world contexts to re-create models
- Describe the positions of objects in models, photographs and drawings
- Draw a sketch of a simple model
- Give reasons when answering questions about the positions of objects
- Interpret simple maps by identifying objects in different locations, eg find a classroom on a school plan map
- Use drawings to represent the positions of objects along a path

### **Stage 1- Patterns and Algebra**

Students:

- Describe a number pattern in words, eg 'It goes up by threes'
- Determine a missing number in a number pattern, eg 3, 7, 11, \_\_, 19, 23, 27
- Describe how the missing number in a number pattern was determined
- Check solutions when determining missing numbers in number patterns by repeating the process
- Complete number sentences involving one operation of addition or subtraction by calculating the missing number, eg find \_\_ so that  $5 + \_ = 13$  or  $15 - \_ = 9$
- Make connections between addition and related subtraction facts to at least 20
- Describe how a missing number in a number sentence was calculated
- Make connections between addition and related subtraction facts to at least 20
- Solve problems involving addition or subtraction by using number sentences
- Pose a word problem to represent a number sentence



<p><b>Religion</b></p> <p>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.</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.</p>	<p><b>Unit Stage: 12C1</b></p> <p><b>Topic 1:</b> Jesus helps me to love</p> <p><b>Unit Stage: 12C2</b></p> <p><b>Topic 2:</b> Lent – Being alone</p> <p><b>Unit Stage: 12C3</b></p> <p><b>Topic 3:</b> Easter Triduum – Never alone</p>	<p><b>Topic 1:</b> This unit leads students to understand and appreciate Jesus as the model of Christian living.</p> <p><b>Topic 2:</b> This unit focuses on the prayerful aspect of Lent. It enables the students to look for, know and find God within themselves.</p> <p><b>Topic 3:</b> 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.</p>
<p><b>Geography</b></p>	<p><b>Topic: People and Places</b></p> <ul style="list-style-type: none"> <li>• <b>GE1-1:</b> describes features of places and the connections people have with places</li> <li>• <b>GE1-3:</b> communicates geographical information and uses geographical tools for inquiry</li> </ul>	<p>Students will explore places across a range of scales within Australia and Australia’s location in the world. They will examine connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally, identifying factors that may affect people’s ability to access these places.</p> <p>Students will develop an understanding of the ways people maintain special connections to particular Country/Place in Australia, the countries of Asia region, and across the world. The students will develop an understanding of the influence of purpose, distance and accessibility on the frequency with which people visit places.</p> <p>Student’s mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.</p> <p>This unit provides opportunities for fieldwork, which is an essential component of geographical learning. The students will be involved in observing and recording information in the classroom and at home developing their geographic understanding by engaging in real-world research tasks and classroom presentations.</p>

<p><b>Personal Development, Health &amp; Physical Education</b></p>	<p><b>Personal Development and Health</b>  <b>SLS1.13-</b> Demonstrates an emerging awareness of the concepts of safe and unsafe living.  <b>IRS1.11</b> identifies the ways in which they communicate, cooperate and care for others.</p> <p><b>Physical Education</b>  <b>GSS1.8</b> Performs fundamental movement skills with equipment in minor games  <b>ALS1.6</b> Participates in physical activity, recognising that it can be both enjoyable and important for health</p> <p><b>INS1.3</b> Develops positive relationships with peers and other people  <b>MOS1.4</b> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations</p>	<p><b>Personal Development and Health</b></p> <p><b>Interpersonal Relationships-</b> The students will develop their understanding of relationships and the importance of communication within different types of relationships and also develop an understanding that relationships require cooperation to be positive. The students will also be able to identify these relationships and also who they can seek help.</p> <p><b>Physical Education</b></p> <p><b>Swimming</b> – students attend Homebush Aquatic Centre for a two-week intensive swimming program. Students abilities will be assessed in accordance with the level of ability the students are at.</p> <p><b>Games and Sports-</b> the students will be exposed to activities which will enhance their Non-Locomotor, Locomotor and manipulative skills.  The students will learn safe stretching techniques they will use throughout the year. Students will be provided with opportunities to develop their skills in throwing, leaping, kicking and dodging through a variety of minor games.</p>
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<p><b>Creative Arts</b></p>	<ul style="list-style-type: none"> <li>- <b>VAS1.1</b> Makes artworks in a particular way about experiences of real and imaginary things.</li> <li>- <b>VAS1.2</b> Uses the forms to make artworks according to varying requirements.</li> <li>- <b>VAS1.3</b> Realises what artists do, who they are and what they make.</li> <li>- <b>VAS1.4</b> Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</li> <li>- <b>DRAS1.1</b> Takes on roles in drama to explore familiar and imagined situations.</li> <li>- <b>DRAS1.2</b> Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</li> <li>- <b>DRAS1.3</b> Interacts collaboratively to communicate the action of the drama with others.</li> </ul>	<p>Creative Arts in Term 1 is about appreciating, making and using Visual Arts and Drama. The unit of work is integrated with other Key Learning Areas such as Religion, Geography, History and Personal Development and Health to provide for rich learning experiences which are engaging and improve student outcomes.</p> <p>Visual Art – Shapes and Colours – 2 weeks  Self Portrait and Indigenous Aboriginal Art Style – 2 weeks  Visual Art – Pinch pots and Etching – 2 weeks  Drama – Role Plays- 2 weeks  Visual Art – Crayon Resistant Dyeing – 1 week  Visual Art – Easter Egg – 2 weeks</p> <p>Students will create artworks for inclusion in a self-portrait gallery and a pinch pot gallery. They will discuss the use of art in history when learning about pinch pots and how Indigenous Aboriginal art tells a story about the people and places in which they belong. Students will enact dramatic role plays which indicate their level of understanding for both being age appropriate and socially acceptable citizens. They will also enact dramatic roles to express their understanding of the social situations in which Jesus cared for others. The unit of work in finalised with two activities using Creative Art but which also celebrate the Visual aspects of Easter Egg design.</p>
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