Maronite College of the Holy Family

Grade Curriculum Notes

Year Two



**2018*Teaching Staff***

***Grade: Year Two***

***Stage Coordinator Miss Rozario***

***Grade Teachers : Ms Taouk***

***Mr Munce***

***Miss Rizk***

***Mrs Dababneh/ Miss Homsy***

***EAL/D/Integration Teachers: Mrs LeMerle/ Ms Pantaleone***

***Miss 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.

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| --- | --- |
| 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 |
| **English** | **Reading**  ***Reciprocal Reading***- The children are placed in levelled groups. Reading and Writing activities are completed during this time.  ***Shared Reading-*** Big Books, whole class activities.  ***Phonics-*** Phonics is integrated in reading/writing activities.  ***Grammar***- Formally taught and integrated in reading/writing activities.  ***Writing-*** The text types that will be covered are: Imaginative Texts, Informative Texts and Persuasive Texts.  ***Spelling***- 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.  ***Handwriting-*** Teacher models letter formation Independent work is completed in student’s handwriting text book.  ***Speaking and Listening-*** Class presentations are integrated across all subject areas. Students demonstrate directed listening, personal response, research and reporting. | | | |
| **Mathematics** | In Mathematics the teaching and learning activities are ongoing and planned around the syllabus strands. These are:   * Working Mathematically * Number and Algebra * Statistics and Probability * Measurement and Geometry   Count Me in Too- Number strand- Each week the children participate in ‘hands on’ activities. | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subjects | Term 1 | Term 2 | Term 3 | Term 4 |
| **Religion** | 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 |
| **Geography/History**  **Science** | **Geography**  - People and Places | **Science and Technology**  -Living World: Watch it Grow  Science and Technology  Earth and Space: Water Works | **History**  -The Past in the Present | **Science and Technology**  - Material World: All Mixed up  Built Environments  and Products |
| **Creative Arts** | Visual Arts  Drama | Music  Visual Arts  Dance | Music  Dance  Drama | Music  Dance  Visual Arts |
| **PDHPE** | **Personal Development & Health**  Interpersonal Relationship  **Physical Education**  Swimming  Games and Sports | **Personal Development & Health**  Personal Health Choices  **Physical Education**  Active Lifestyles | **Personal Development & Health**  Safe Living  **Physical Education**  Playing the game | **Personal Development & Health**  Growth and Development  **Physical Education**  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 |

**Year 2 - Term 2 Overview**

This is a term overview for the teaching and learning for each subject in Year 2 for Term 2.

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| --- | --- | --- |
| KLA | Outcome Description | Unit Outline |
| English | **EN1-3A** - composes texts using letters of consistent size and slope and uses digital technologies  **EN1-5A** - uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words  **EN1-6B** - recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts  **EN1-7B** - identifies how language use in their own writing differs according to their purpose, audience and subject matter  **EN1-8B** - recognises that there are  different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter  **EN1-9B** - uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts  **EN1-10C** - thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  **EN1-11D** - responds to and composes a range of texts about familiar aspects of the world and their own experiences  **EN1-12E** - identifies and discusses aspects of their own and others’ learning | **Unit 1** – The Tiny Seed unit focuses on developing student skills in explanations. It is linked with the  Science topic and also work undertaken in the Learning Centre. There are also links to Art and an author  study of Eric Carle.  **Unit 2**- The Very Hungry Caterpillar unit will continue developing student skills in explanations. The  students will look at explanation and persuasive texts, with some key lessons for Visual Literacy.  **Unit 3** –Visual Literacy image ‘save water’ will focus on developing student skills in persuasive writing.  The unit on Frogs is aimed at developing student’s visual literacy with a multimedia approach. Students will view video clips, posters and other visual images to develop and express their understanding of frogs. They will create posters and speak about their understanding of the plight of endangered species.  Throughout the unit students will investigate the use of visual images including the use of colour,  perspective, salience and other visual techniques to support their ideas. The unit will be supportive by the Science and Creative Arts units.  Weeks 1 – 3: The Tiny Seed by Eric Carle  Weeks 4 – 7: The Very Hungry Caterpillar by Eric Carle  Weeks 8 - 10: Frogs: Multimedia – Visual Literacy; Posters; Online -World Wildlife Fund; Texts- Lester and Clyde by James Reece  **Reading and Viewing –**  The Tiny Seed by Eric Carle  The Very Hungry Caterpillar by Eric Carle  Visual Literacy/Multimedia - Posters  **Writing and Responding-**  Students will write various Informative, Imaginative and Persuasive texts. Students will be exploring the 7 Steps to Writing. Students will study a range of text types including reports, visual literacy and imaginative writing.  **Speaking and Listening:**  Students demonstrate active listening behaviours and respond appropriately to class discussions. understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others. Students will engage in a persuasive speech about their opinion on water conservation.  **Reading Groups:**  Students will be having reading groups four times a week for forty minutes. In this time students will be working on their individual reading levels and a variety of comprehension skills.  **Home Reading:**  Students at the beginning of every week receive a guided reading book to take home. Students are expected to read every night for 15 to 20 minutes.  **Spelling:**  Students will receive a new spelling list at the start of each week based on the sound of the 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.  The **Look**, **Say**, **Cover**, **Write**, **Check** method will be encouraged to develop children’s visual memory technique.  **Phonics/ Word Building**  Phonics is integrated in reading and writing activities on a daily basis. Students will be encouraged to use their knowledge of blend and married family sounds to assist in their reading and writing. The sounds that the children will cover this term are: ou for u, air for ai, ch for k, ai, ee, ie, oa, ue, k, er.  **Handwriting**:  Handwriting lessons are modelled using the text Handwriting Rules! 2 Student Workbook’ by Katy Collis & Alexandra Kennedy. Students are taught using the NSW Foundation Style. Students will focus on the letters: S, D, E, N, R, M, H, K, B, P. |
| Mathematics | * **MA1-1WM** - Describes mathematical situations and methods using every day and some mathematical language actions, materials, diagrams and symbols. * **MA1-2WM** - Uses objects, diagrams and technology to explore mathematical problems. * **MA1-3WM** - Supports conclusion by explaining or demonstrating how answers were obtained. * **MA1-17SP –** Gathers and organises data, displays data in lists, table and picture, and interprets the results * **MA1-5NA** - uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers. * **MA1-8NA** - creates, represents and continues a variety of patterns with numbers and objects. * **MA1-7NA** - represents and models halves, quarters and eighths. * **MA1-10MG** - measures, records, compares and estimates areas using uniform informal units. * **MA1-12MG** - measures, records, compares and estimates the masses of objects using uniform informal units.   **MA1-11MG** - measures, records, compares and estimates volumes and capacities using uniform informal units. | **Data**  **Students will:**   * identify a question of interest based on one categorical variable and gather relevant to the question * collect, check and classify data * create displays of data using lists, tables and pictures and interpret them   **Addition & Subtraction**  **Students will:**   * Explore the connection between addition and subtraction * use concrete materials to model how addition and subtraction are inverse [operations](http://syllabus.bostes.nsw.edu.au/glossary/mat/operation/?ajax) * use related addition and subtraction number facts to at least 20   **Patterns & Algebra**  **Students will:**   * Describe patterns with numbers and identify missing elements * describe a number pattern in words * determine a missing number in a number pattern * Solve problems by using number sentences for addition or subtraction * Communicate using the following language: pattern, missing number, number sentence.   + Students:   + Identify a question of interest based on one [categorical variable](http://syllabus.nesa.nsw.edu.au/glossary/mat/categorical-variable/?ajax) and gather [data](http://syllabus.nesa.nsw.edu.au/glossary/mat/data/?ajax) relevant to the question   + Identify a question of interest based on one [categorical variable](http://syllabus.nesa.nsw.edu.au/glossary/mat/categorical-variable/?ajax) and gather [data](http://syllabus.nesa.nsw.edu.au/glossary/mat/data/?ajax) relevant to the question Identify a question of interest based on one [categorical variable](http://syllabus.nesa.nsw.edu.au/glossary/mat/categorical-variable/?ajax) and gather [data](http://syllabus.nesa.nsw.edu.au/glossary/mat/data/?ajax) relevant to the questionIdentify a question of interest based on one [categorical variable](http://syllabus.nesa.nsw.edu.au/glossary/mat/categorical-variable/?ajax) and gather [data](http://syllabus.nesa.nsw.edu.au/glossary/mat/data/?ajax) relevant to the question   **Fractions:**  **Students will:**   * Recognise and interpret common uses of halves, quarters and eighths of shapes and collections * Use concrete materials to model a half, a quarter or an eighth of a whole object, eg divide a piece of ribbon into quarters * Describe the equal parts of a whole object and create quarters by halving one-half * record equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half, quarter, and eighth.   **Area:**  **Students will:**   * Compare and order several shapes and objects based on area using appropriate uniform informal units * draw the spatial structure (grid) of repeated units covering a surface * compare and order the areas of two or more surfaces that cannot be moved, or superimposed, by measuring in uniform informal units * record comparisons of area informally using drawings, [numerals](http://syllabus.bostes.nsw.edu.au/glossary/mat/numeral/?ajax) and words, and by referring to the uniform informal unit used   **Mass:**  **Students will:**   * Compare the masses of objects using balance scales * compare and order the masses of two or more objects by hefting and check using a pan balance * use uniform [informal units](http://syllabus.bos.nsw.edu.au/glossary/mat/informal-unit/?ajax) to measure the mass of an object by counting the number of units needed to obtain a level balance on a pan balance * compare two or more objects according to their masses using appropriate uniform informal units * predict whether the number of units will be more or less when a different unit is used * estimate mass by referring to the number and type of uniform informal unit used and check by measuring |
| Religion  Studies in Religion are based on Christianity and in particular the Maronite faith. | Unit Stage: 12C4  **Topic 1**: Easter Season: Jesus is with us  Unit Stage: 12C5  **Topic 2**: The Pentecost Story   * **O1 -** Demonstrate an understanding and appreciation of God as our loving creator, ever-present and experienced in people and the world around us. * **O2 -**Demonstrate an understanding and appreciation of Jesus as the incarnate Son of God who loves us and invites us to grow in relationship with him. * **O3 -** Demonstrate an understanding and appreciation of the Church as a special community described as God’s family. * **O4 -** Demonstrate an understanding and appreciation of the Church’s sacraments as sacred actions by which we are welcomed to community, reconciled and invited to share the special presence of Jesus. * **O5 -** Demonstrate an understanding and appreciation of important scriptural stories and their significance | **Topic 1:** In This unit, students will share their family experiences of Easter. They will study post –Resurrection stories and explore the ways Jesus is with us today.  **Topic 2:** In this unit, students will explore the role of the spirit in the mission of the Church. They will reflect upon the Pentecost event as a time of increased awareness and appreciation of the Church as people who celebrate and proclaim the message of Jesus.  The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.  The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings. |
| History and Geography | Students are taught Geography and History in Terms 1 and 4. | |
| Science & Technology | Living World  **ST1-10LW** describes external features, changes in and growth of living things.  **ST1-1VA** Shows interest in and enthusiasm for science and technology responding to their curiosity, questions and perceived needs, wants and opportunities.   * **ST1-5WT** uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants * **Earth and Space**   **STI-9ES** identifies ways that people use science in their daily lives to care for the environment and the Earth’s resources  **ST1 – 4WS** Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they know and others know.   * **ST1-5WT** uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants * **Learning Centre**   **Living World**  **ST1-10LW** describes external features, changes in and growth of living things  **ST1-11LW** describes ways that different places in the environment provide for the needs of living things  **Earth and Space**  **ST1-9ES** identifies ways that people use science in their daily lives to care for the environment and the Earth’s resources | **Unit Focus – Living Things**  **Living World-** This unit of work will assist students to learn the knowledge, concepts and skills relevant to living things growing, changing and producing offspring similar to themselves. It also provides opportunities to describe changes in living things, pose questions, make predictions, participate in guided investigations to test ideas and use a variety of visual methods to communicate findings.    **Earth and Space -** The unit of work is designed to help younger students know and understand the importance of water to living things and that water is a precious resource. This topic includes students identifying the sorts of things that require water and why. Students speculate about the consequences of a lack of water. They also consider the need to save water. Students demonstrate their understandings through a variety of media.  **Learning Centre**  Year 2 will construct a mini eco-system to observe and record the lifecycle of a plant. They will also participate in fieldwork around the school and local area recording observations and exploring the needs of the plants for survival.  Year 2 will explore Earth’s resources and their importance. They will construct a water cycle, use their eco-system’s and educate students about the sustainability of water. |
| Personal Development, Health & Physical Education | **Health -**   * **DMS1.2** Recalls past experiences in * making decisions. * **PHS1.12** Recoginises that a variety of food * is needed for good health   **V4** Defends the need for making decisions that enhance health  **Physical Education –**  Knowledge and Understanding  ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important and health  Skills  MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations  Values and Attitudes  **V5** Willingly participates in regular physical activity | **Health - Unit Focus:**   * **Making Decisions** – identifying and making choices, influences and reasons for decisions, effects of actions and possible solutions. * **Nutrition** – Balanced eating habits, the different food groups and making food choices for good health. * **Health Services and Products** - People who keep me healthy from home and in the community.   **Athletics –** Students prepare for the Athletics Carnival and all the events.  Activities include:   * Zigzag Shuttle Relay using Witches Hats * Shuttle Relay using Eggs and Spoons * Eggs in the Basket   Students partake in circuits which will rotate with the following activities for P.E lessons:   1. Skipping with ropes. 2. Log rolling along mats. 3. Running through hoops 4. Step ups and downs using lunch bench   Weaving a ball around witches hats.  **-**Game of Tunnel Ball |
| Creative Arts | **Music**  **MUS1.1** Sings, plays and moves to a range of music demonstrating awareness of musical concepts  **MUS1.2** Explores, creates, selects and organises sound in simple structures  **MUS1.3** Uses symbol systems to represent sounds  **MUS1.4** Responds to a range of music expressing likes and dislikes and the reasons for these choices   * **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 * **VAS1.3** Realises what artists do, who they are and what they make * **Dance** * **DAS1.1** Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement * **DAS1.2** Explores and selects movement using the elements of dance to express ideas, feelings or moods * **DAS1.3** Gives personal opinions about the dances and their purpose that they view and/or experience | Students participate in Creative Arts as a way of expressing their imaginative visions.  **Music**  They will participate in Musical activities for 5 weeks based on the rhythmic text “We’re going on a bear hunt” by Michael Rosen. This will be the inspiration for students composing their own Music and appreciation for the music of others and exploring the Musical concepts of Duration, Pitch and Dynamics.  **Visual Art**  Students will also investigate Visual Art techniques such as Pointillism to create artworks exploring the qualities of colour, shape and style using painting and drawing.  **Dance**  The Creative Art program will culminate in Dance activities when students will perform rhythmic activities using their body and instruments to keep a 4-4 beat. |