Maronite College of the Holy Family

Grade Curriculum Notes

Year Two



**2019*Teaching Staff***

***Grade:* Year Two**

***Stage Coordinator:* Ms Vrontas**

***Grade Teachers :* Ms Roumanus**

**Miss Rizk**

**Miss Homsy**

**Mr Munce**

***ESL/Integration Teachers:* Mrs Maxwell/ Ms Pantaleone**

***Learning Centre Teacher:* Mrs Le Merle**

***Learning Support Staff:* Mrs Ghabache**

***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 |
| Tuesday | Spelling, Arabic, Home Reader, one page from Homework Booklet |
| Wednesday | Spelling, Arabic, Home Reader, Journal Writing |
| Thursday | Spelling, Arabic, Critical Thinking Activity, Home Reader |

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

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| --- | --- | --- | --- | --- |
|  | 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, Novels, 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 and Informative Texts  **Spelling**- New list each week  **Handwriting**- Modelled and Independent.  **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 | | | |

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

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| --- | --- | --- | --- | --- |
| Subjects | Term 1 | Term 2 | Term 3 | Term 4 |
| **Religion** | 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 Topic 2: The Pentecost Story | Unit Topic 1:  Caring for God’s Wondrous Creation  Unit topic 2:  Mission Loving God and others like Jesus | Unit Topic 1: Waiting for Jesus  Unit Topic 2: Christmas: 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: Wednesday- 11:40-12:10  2 Diamond: Wednesday- 9:00-9:30  2 Jade: Wednesday- 9:30-10:00  2 Pink: Tuesday-11.40-12:10 |
| Arabic | Year 2 Arabic  Monday- Friday: 12:20-12:50pm |

**Year 2 - Term 3 Overview**

This is a term overview for the teaching and learning for each subject in Year 2 for Term 3.

Please make an appointment to speak to your child’s teacher if you have any questions.

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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 first unit will cover entertaining text type focused on narrative with George’s Marvellous Medicine as the mentor text. Students will write their own narrative using the feature and skills uncovering in the mentor text.  Unit 2 - The second unit will cover informative text and be connected to History. The Voice of Youth will be used as the mentor text to demonstrate good speaking skills. The students will write and present a short spoken text about a technology of their choice which has been explored in history.    Unit 3 - The third unit will use reader’s theatre to encourage good reading practice, focusing on fluency and expression, using The Very Cranky Bear. Students will revisit the narrative from earlier in the term to write a reader’s theatre play to be performed.  **Writing and Representing**   * Imaginative Text – students independently compose an Imaginative story.   **Reading and Viewing**   * Comprehension Task   **Speaking and Listening**   * Speaking - Students will present an oral presentation on the impact of changing technology on people's lives   G**uided Reading:**  Students will participate in guided reading. In this time students will be working on their individual reading levels.  **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. |
| 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  **MA-4NA** - applies place value, informally, to count, order, read and represent two- and three-digit numbers  **MA1-11MG**- measures, records, compares and estimates volumes and capacities using uniform informal units  **MA1-18SP-** recognises and describes the element of chance in everyday events  **MA1-13MG-** describes, compares and orders durations of events, and reads half- and quarter-hour time  **MA1-6NA-** uses a range of mental strategies and concrete materials for multiplication and division | Students engage in a variety of observable learning experiences. Anecdotal notes and observational mechanisms are used to evaluate student progress throughout the unit.  Additionally, student understanding will be assessed through analysis of contributions to class discussions.  Students will produce a summative assessment task at the end of each topic.   1. Number and Algebra: Whole Numbers   **Students will:**   * Count and order small collections of Australian coins and notes according to their value * Use the face value of coins and notes to sort, order and count money * Compare Australian coins and notes with those from other countries, eg from students' cultural backgrounds * Determine whether there is enough money to buy a particular item * Recognise that there are 100 cents in $1, 200 cents in $2 etc * Identify equivalent values in collections of coins and in collections of notes  1. Measurement and Geometry: Volume and Capacity   **Students will:**   * compare and order several objects based on [volume](http://syllabus.nesa.nsw.edu.au/glossary/mat/volume/?ajax) and [capacity](http://syllabus.nesa.nsw.edu.au/glossary/mat/capacity/?ajax) using appropriate uniform [informal units](http://syllabus.nesa.nsw.edu.au/glossary/mat/informal-unit/?ajax) * make and use a measuring device for capacity calibrated in uniform informal units, eg calibrate a bottle by adding cups of water and marking the new level as each cup is added * compare and order the capacities of two or more containers by measuring each container in uniform informal units * compare and order the volumes of two or more models by counting the number of blocks used in each model * compare and order the volumes of two or more objects by marking the change in water level when each is submerged * record volume and capacity comparisons informally using drawings, [numerals](http://syllabus.nesa.nsw.edu.au/glossary/mat/numeral/?ajax) and words, and by referring to the uniform informal unit used  1. Statistics and Probability: Chance   **Students will:**   * identify practical activities and everyday [events](http://syllabus.nesa.nsw.edu.au/glossary/mat/event/?ajax) that involve [chance](http://syllabus.nesa.nsw.edu.au/glossary/mat/probability/?ajax) * recognise and describe the element of chance in familiar activities and events * predict what might occur during the next lesson or in the near future * describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'  1. Measurement and Geometry: Time   **Students will:**   * describe duration using months, weeks, days and hours * tell time to the quarter-hour using the language of 'past' and 'to'   5. Number and Algebra: Multiplication and Division  **Students will:**   * recognise and represent [multiplication](http://syllabus.nesa.nsw.edu.au/glossary/mat/multiplication/?ajax) as repeated addition, groups and [arrays](http://syllabus.nesa.nsw.edu.au/glossary/mat/array/?ajax) * represent division as grouping into equal sets and solve simple problems using these representations   **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 |
| **Religion**  Studies in Religion are based on Christianity and in particular the Maronite faith. | **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  **O6**: Demonstrate an understanding and appreciation of Christian life as loving God and neighbour  **O7:** Demonstrate an understanding and appreciation of prayer as very important in our relationship with God  **O2:** Recognises and appreciates the beauty and wonder of God’s creation.  **O3:** Grows in awareness of the need to care and take responsibility for God’s creation.  **O4:** Composes psalms of praise in which they celebrate and give thanks for God’s creation. | **Topics Covered:**  **Unit Topic 1:**  Caring for God’s Wondrous Creation  **Unit topic 2:**  Mission Loving God and others like Jesus  **Maronite Aspects:**  Saint Charbel,  Transfiguration  Assumption of the Blessed Mary  The Exaltation of the Cross |
| Geography | **Taught in Term 1** | |
| Science & Technology | **Taught in Terms 2 and 4** | |
| History | HT1-2 - identifies and describes significant people, events, places and sites in the local community over time. **HT1-3 -** describes the effects of changing technology on people's lives over time.  **HT1-4 -** demonstrates skills of historical inquiry and communication. | **Unit - The Past in the Present**  In this unit students study their local history. Students explore, recognise and appreciate the history of their community by examining the remains of the past in the present and considering why they should be preserved.  Students identify continuity and changes in the daily life of the community using appropriate historical terms. They will relate stories about their families' and communities' past, exploring different point of views within a historical context.  Students identify and describe significant people, events, places and sites in the local community over time and are provided with hands-on opportunities to explore their local history with an excursion. They will pose questions about the past and use sources (such as physical, visual, oral) to answer these questions.  Students compare objects, technology and lifestyle from the past and present, building a richer picture of their local history. They will describe the effects of changing technology on people's lives over time, comparing their own lives to those of the past. Students present a key technological change as part of the assessment process. They will sequence events in chronological order, using a range of terms related to time, developing a narrative about the past.  Key inquiry questions:  - What aspects of the past can you see today?  - What do they tell us?  - What remains of the past are important to the local community? Why?  - How have changes in technology shaped our daily life? |
| Personal Development, Health & Physical Education | **Personal Development and Health**  **SLS1.13-** recognises that their safety depends on the environment and the behaviour of themselves and others  **COS1.1-** communicates appropriately in a variety of ways  **DMS1.2-** recalls past experiences in making decisions  **V4**- increasingly accepts responsibility for personal and community health  **Physical Education**  **GSSI.8** – Performs fundamental movement skills with equipment in minor games.  **MOS1.4 –** Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations  **INSI.3** – Develops positive relationships with peers and other people.  **V3** - Enjoys a sense of belonging.  **V5** – Willingly participates in regular physical activity. | **Personal Development and Health**  **Unit – Keeping Safe**  Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.  **Physical Education**  Students understand the basic principles of throwing and catching and demonstrate these skills in simple combinations. They then reflect on their learning and complete a self-assessment.  Students attend Homebush Aquatic Centre for a two-week intensive swimming program.  Students will be assessed on their range of swimming abilities given by the instructors as a certificate in a checklist. Students abilities will be assessed in accordance with the level of ability the students are at. |
| 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  **Drama**  **DRAS1.1-** Takes on roles in drama to explore familiar and imagined situations.  **DRAS1.2-** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.  **DRAS1.3**- Interacts collaboratively to communicate the action of the drama with others.  **DRAS1.4-** Appreciates dramatic work during the making of their own drama and the drama of others.  **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. They will participate in Musical activities for 2 weeks based on the rhythmic text “Giraffes Can’t Dance” 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.  The Creative Art program will culminate in Dance and Drama activities when Students need to create a short performance about ‘Safety’. |