

CURRICULUM OVERVIEW - Year 2 - Term 1 2018

Every Learner, Every Day - Transforming Lives

15 February 2018

Welcome to another year of learning at Holy Spirit, St Clair, where we believe that a strong partnership between parents, students and teachers is essential to ensure the best education for your child. Below is an overview of what your child will be learning this term.

Religious Education

This term we will learn about *Lent - Being Alone*. Children will have the opportunity to recall and reflect upon times when they have felt alone, as well as appreciating that Jesus prayed to God his father when he felt alone. They will also learn about Lent as a time for repentance, identify prayer as a means of preparing to celebrate Easter and participate in a variety of prayerful experiences.



Children will also complete a unit entitled, *Easter Triduum - Never Alone*. Through this unit children will learn about Jesus' thoughts and feelings when he prayed to his Father, particularly in the Garden of Gethsemane and on the Cross. They will also explain why prayer is important in their relationship with God and how prayer can help them in their daily lives. Children will also be provided with the opportunity to participate in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum.

In our third unit, *Easter - Jesus is With Us*, children will recall and share stories about their family and parish celebration of Easter. They will also read and recount stories from John's Gospel which describe the disciples' encounters with the Risen Jesus, as well as naming ways in which Christians encounter the Risen Christ in their lives.

English

Across Stage 1 students will communicate with a wide range of people on familiar topics, interacting effectively, learning new communication skills and selecting appropriate vocabulary to enhance meaning. They will pay attention to instructions, share ideas and communicate effectively in group and class discussions. They will draw on their own experiences, their imagination and ideas learnt when creating spoken texts. The playing of games, listening to and retelling stories and sharing and responding to personal experiences all contribute to oral language development.

Students will use an increasing range of viewing and comprehension skills and strategies, including meaning, grammar/structure and letter-sound relationships, to make connections between texts. They will learn to read short texts with some unfamiliar vocabulary, simple sentence and images using fluency and intonation. Students will locate information that is explicitly stated, as well as using language and images to make inferences about characters' motivations. We have begun shared and guided reading sessions, with readers being sent home with your child for further practice.



Students will create a range of texts on familiar topics by planning, proofreading and editing their own writing. Students will write for different purposes and audiences (to inform, entertain and persuade) using basic grammar and punctuation. They will use their knowledge of letter-sound correspondence, sight words and spelling patterns when attempting to spell unknown words, as well as writing consistently and clearly using NSW Foundation Style and digital technologies. They will also explore digital technologies to construct multimodal texts. Students will learn to reflect on and assess their own and others' learning. Daily activities will focus on communication of a message through drawing and words, at the same time as correct posture, pencil grip, directionality of words, finger spacing, fluency patterns, letter formation and other fine motor skills.

Mathematics

Students will ask questions, use known facts, objects, diagrams and technology to explore problems and develop mathematical fluency. Students will link mathematical ideas and support conclusions by explaining or demonstrating how answers were obtained. use appropriate language and diagrams to explain strategies used.

This term students will focus on the concepts of Whole Number, Addition & Subtraction and time. They will use place value to help count, order, read and represent two- and three-digit numbers. They will also create, represent and continue a variety of patterns with numbers and objects. Students will use a range of strategies and informal recording methods when adding and subtracting one- and two-digit numbers.

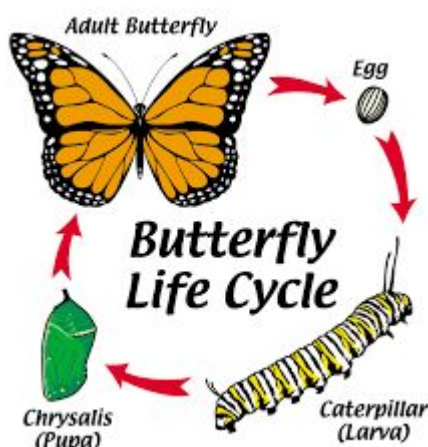


Students will read time on the half and quarter hour, as well as describing, comparing and ordering the duration of events.

History - The Past in the Present

Across Semester 1 students will work on the unit, *The Past in the Present*. They will explore aspects of the past that are visible today and the messages these give us, as well as the importance of these remains to our local community. They will also explore how technology has changed our lives. Children will develop understanding of other people's views and experiences and how these affect decisions made. Students will use skills of historical inquiry and communicate using appropriate historical terms.

Science - Watch it Grow



Students will learn to show interest and enthusiasm towards science and technology, responding to their curiosity, questions and perceived needs and wants. They will engage responsibly with issues that are relevant to their lives. Students will question, predict, investigate, collect and record data when producing solutions to identified needs and want.

This term students will focus on exploring the growth of a range of living things. Their work will focus on exploring the processes of growth, change, reproduction and death that apply to all animals. Through hands-on activities and investigations, students will compare the growth of living things under different conditions.

Personal Development, Health & Physical Education

Students will identify the ways in which they communicate, co-operate and care for others, as well as recognising that their safety depends on the behaviour at school and in the classroom depends on the behaviour of themselves and others. Students will also recall and reflect on previous experiences when making decisions and solving problems. They will take part in physical activity, discussing the importance of physical activity and positive health choices on wellbeing.

Students will perform fundamental movement skills with equipment in minor games. They will focus on both locomotor and non-locomotor skills.

Creative Arts

Students will be involved in Visual Arts and Music experiences across Term 1. They will make artworks about real and imaginary things. Students will learn about artists - who they are, what they do and what they make. They will begin to interpret the meaning of artworks and the role of the artist and his/her audience. In Music lessons students will sing, play and move to a range of music, demonstrating an awareness of musical concepts such as duration, pitch, dynamics, tone colour and structure. They will explore, create, select and organise sound in simple structures and use symbol systems to represent sounds. They will also respond to a range of music, expressing their likes and dislikes and reasons for their choices.

How to Help your Child at Home

Model

- a love of reading and writing
- the purpose of reading and writing (eg, to give information, to entertain or to convince/persuade)

Practise

- asking questions and giving answers
- writing letters and notes
- their own address, phone number and birthday
- discussion around texts (what happened, feelings, predictions, etc)
- mathematics in everyday situations - for example:
 - counting by twos, fives and tens
 - measuring when cooking, etc
- turn taking - eg, when playing games
- organising themselves (eg, packing their own bag for school)
- tying their own shoelaces



Reinforce

- healthy habits - for example:
 - blowing their own nose
 - washing their hands prior to eating / after using the bathroom

Further information will be provided relating to content across each of the learning areas at the beginning of every term. Thank you for your ongoing support.

Mrs Selby & Miss Vukelic