

St Joseph's Catholic Primary School

Year 2 Curriculum Note

Term 3, 2020

Teachers

2J - Mrs Melanie Brooks and Mrs Hayley Greenwood

2M - Mrs Michaela Fursey

Learning Support Teachers - Mrs Liliana Carter (Monday, Wednesday & Thursday), Mrs Diann Sharman (Wednesday & Thursday)

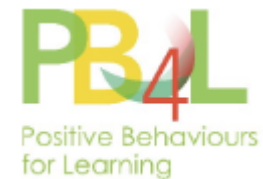
Creative Arts - Mrs Paola Birac / Mr Miguel Aguilera (**Tuesday**)

Dear Parents,

Welcome to Term 3. Included in this note you will find information about what your child will be learning about in this term.

If you require any further information or wish to discuss your child's learning or any concerns with your child's teacher, please contact the office to organise a suitable time.

We look forward to continuing working with you on your child's learning journey throughout 2020.



PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 schools rules.

Curriculum Learning

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

Religious Education

Unit 1: Reflecting God's Goodness

This unit explores the concept of living as a follower of Jesus. It introduces Jesus' commandment to love others as Jesus loved us. It draws on the children's knowledge of stories about Jesus and of their experience of people who reflect God's love. The unit introduces saints as ordinary people who reflected God's goodness to the world and brought God's love to others.

Unit 2: Reconciliation

This unit reflects on the human experience of forgiving others and being forgiven. The parable of the Prodigal Son is presented and explored. It presents God as loving and forgiving. The unit explores the concept of reconciliation and living together in peace. It introduces the Sacrament of Penance, exploring how the Catholic community celebrates reconciliation with God and one another.



Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials.
- Use IT for classroom learning tasks

Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

Curriculum Learning

English

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.



This term students will:

- listen to, read, view and talk about imaginative books, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- sound out or recognise words use simple punctuation, such as capital letters and full stops
- write imaginative texts using correct text structure, language features and vocabulary
- spell a number of common words correctly and write in sentences
- develop readable handwriting

Mathematics

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

This term students will:

- describe number sequences and locate numbers on a number line
- represent simple fractions using pictures
- describe and draw shapes and objects
- learn to tell the time from an analogue and digital clock

Human Society and Its Environment

During term 3, students will be studying the Geography Unit: People and Places. Students will learn to describe the connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally, and identify factors affecting people's accessibility to places. Our Unit focus will be on Chinese Australians where students will learn about the strong cultural traditions that connect Chinese Australians to their ancestors, the geography of China in comparison to Australia, and the reasons people are connected to places in Australia and/or countries across the world. Students will investigate their personal connections to place with the design of a personal connections poster.

Personal Development, Health and Physical Education

At a time when students are becoming more self and socially aware, they explore how they should act in different environments and how to be responsible for their own and others' health, safety and wellbeing. During this term students will be provided with opportunities to develop a stronger understanding of positive and negative relationships, recognise safe choices for a variety of situations and predict outcomes of personal choices in order to make safe decisions. They will learn about protective strategies, responding to risk, being assertive and trusted adults. The No, Go, Tell strategies are developed and practiced closely. Students will also learn to recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency.

Science and Technology

In Science and Technology the students will be provided with the opportunity to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on the ground. Students identify the effect of the pull of gravity and learn that both air and water can 'push'.

Creative Arts

VISUAL ARTS

This term the students will be exploring artworks and the techniques used by the artist Vincent Van Gogh. They will look at his series of sunflower paintings and the students will use paint to learn about texture, colour and overlapping forms. The students will also explore works by the Australian artist Margaret Preston and create a 3 dimensional work based on flowers in a vase where they will be exploring paper folding, cutting and tearing.

MUSIC

Our Music unit this term will offer students the opportunity to develop and strengthen the enjoyment and understanding of music through singing, playing and moving. Students will construct an understanding of instruments, music elements and structures and will be immersed aurally and visually in music appreciation.



Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

Absentee notes

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.



Students are required to read each night, Monday through to Thursday for around 30 minutes. Reading must be recorded in the home reading log and signed by parent/carer. Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Students have the option to access the various websites and apps used in the classroom to further support and consolidate learning.

Habits of Mind

What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:



<p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	<p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
<p>5. Thinking about your thinking <i>(Metacognition)</i> <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	<p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	<p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	<p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



**WASTE
FREE
WEDNESDAYS**

Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles (Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.



Year 2 Events/Responsibilities



Monday	Tuesday	Wednesday	Thursday	Friday
Library	Sports Uniform	Waste Free		Sports Uniform

Please encourage your children to be responsible for their own belongings. This includes ensuring they are prepared for school each day with the items they require i.e. their hat, reading folder, library books etc. In year 2 we are committed to the holistic development of your child which includes being resilient as well as being aware of their own feelings and those around them. We aim to develop the skills required to cope when things don't go their way in the classroom and on the playground. Holistic development of the child also includes our students' understanding that we have high expectations academically, socially and emotionally.

To help ensure that your child is ready for their learning we ask that you update your child's stationery items when needed. These include items such as whiteboard markers and glue sticks.

* Could each student please bring in **one box of tissues** for the class to use over Semester 2, that would be appreciated

ICT

iPads and laptops are powerful learning tools that provide choices when communicating and creating. We aim to develop responsible, safe and respectful digital citizens equipped with skills to be life-long learners in a dynamic world. If devices are misused, the school's PB4L policy and the student redirection process will be implemented.

School Device Use

Devices in the Classroom

- Be a responsible digital citizen
- Use at the correct time
- No games to be played without permission of the teacher
- Take photos of others for school use only with the person's permission
- Avoid water/food near devices
- Safely handle electronic devices



Please remember should you have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: info@sjbdow.catholic.edu.au

Phone: 42831111

Kind Regards,

Melanie Brooks, Hayley Greenwood and Michaela Fursey