Parent Curriculum Guide

2016 - Year 2

Class teachers

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Overview

The Year Three Religion curriculum involves four strands:
Sacred Texts, Beliefs, Church and Christian Life.
These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

Religious Knowledge & Deep Understanding

In Year 2, students learn about aspects of God’s nature and God’s relationship with people, as they engage with a variety of Old and New Testament texts. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus, his mission and ministry. Students learn about the sacredness of all creation, especially human life and the call to be co-creators and stewards of God’s creation. They explore ways in which believers seek to heal relationships through reconciliation and prayer. Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness and meditative prayer.

Religious Skills

- Identify some features of text organisation, to locate some of the books containing familiar Bible stories.
- Identify people, places, events in some Old Testament stories
- Identify some teachings and actions of Jesus that reveal aspects of God’s nature.
- Gather and record information about the geographical, cultural and historical context of the first century Mediterranean world.
- Create a variety of texts that draw on their own experiences, their imagination and information they have learnt from the wisdom of the saints about being co-creators and stewards of creation; the sacredness of all creation.
- Investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance and make connections between Jesus’ healing ministry and this sacrament.
- Record and report examples of how the covenant is lived in the daily lives of Jewish people today.
- Pose questions and communicate ideas about aspects of the past of a parish
- Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness and meditative prayer.
<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td><strong>Language Variation and Change</strong></td>
<td><strong>Literature and Context</strong></td>
<td><strong>Texts in Context</strong></td>
</tr>
<tr>
<td>- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</td>
<td>- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</td>
<td>- Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</td>
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<tr>
<td><strong>Language for Interaction</strong></td>
<td><strong>Responding to Literature</strong></td>
<td><strong>Interacting with Others</strong></td>
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<tr>
<td>- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</td>
<td>- Compare opinions about characters, events and settings in and between texts (ACELT1589)</td>
<td>- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</td>
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<tr>
<td>- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</td>
<td>- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</td>
<td>- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</td>
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<tr>
<td><strong>Text Structure and Organisation</strong></td>
<td><strong>Examining Literature</strong></td>
<td><strong>Interpreting, Analysing, Evaluating</strong></td>
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<tr>
<td>- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</td>
<td>- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</td>
<td>- Identify the audience of imaginative, informative and persuasive texts (ACELY1666)</td>
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<td>- Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)</td>
<td>- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</td>
<td>- Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonetic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</td>
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<td>- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</td>
<td>- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</td>
<td>- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</td>
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<td>- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</td>
<td>- Innovate on familiar texts by experimenting with character, setting or plot (ACELT1683)</td>
<td><strong>Creating Texts</strong></td>
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<td><strong>Expressing and Developing Ideas</strong></td>
<td><strong>Creating Literature</strong></td>
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<td>- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</td>
<td>- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</td>
<td>- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1761)</td>
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<td>- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</td>
<td>- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</td>
<td>- Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</td>
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<td>- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</td>
<td>- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</td>
<td>- Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)</td>
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<td><strong>Phonics and Word Knowledge</strong></td>
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<td><strong>Creating Texts</strong></td>
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<td>- Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)</td>
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<td>- Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1874)</td>
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<td>- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)</td>
<td>- Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)</td>
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<td>- Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1623)</td>
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<td>- Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)</td>
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## YEAR 2 – MATHEMATICS OVERVIEW

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Place Value</strong></td>
<td><strong>Using Units of Measurement</strong></td>
<td><strong>Chance</strong></td>
<td><strong>Understanding</strong> includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division. <strong>Fluency</strong> includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations. <strong>Problem Solving</strong> includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape. <strong>Reasoning</strong> includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.</td>
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<td>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. Recognise, model, represent and order numbers to at least 1000. Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting. Explore the connection between addition and subtraction. Solve simple addition and subtraction problems using a range of efficient mental and written strategies. Recognise and represent multiplication as repeated addition, groups and arrays. Recognise and represent division as grouping into equal sets and solve simple problems using these representations.</td>
<td>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. Compare masses of objects using balance scales. Tell time to the quarter-hour, using the language of 'past' and 'to'. Name and order months and seasons. Use a calendar to identify the date and determine the number of days in each month.</td>
<td>Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.</td>
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<td>Achievements in Number and Algebra: Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. Recognise, model, represent and order numbers to at least 1000. Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting. Explore the connection between addition and subtraction. Solve simple addition and subtraction problems using a range of efficient mental and written strategies. Recognise and represent multiplication as repeated addition, groups and arrays. Recognise and represent division as grouping into equal sets and solve simple problems using these representations.</td>
<td>Achievements in Measurement and Geometry: Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. Compare masses of objects using balance scales. Tell time to the quarter-hour, using the language of 'past' and 'to'. Name and order months and seasons. Use a calendar to identify the date and determine the number of days in each month.</td>
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<td><strong>Achievement Standard</strong></td>
<td><strong>Knowledge and Understanding</strong></td>
<td><strong>Skills</strong></td>
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<td><strong>By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.</strong></td>
<td><strong>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.</strong></td>
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Year 2 Science Overview

Chemical Sciences – All mixed up

We are surrounded by mixtures — the air we breathe, the food we eat and drink, and our personal grooming products. Chefs try mixing ingredients in different ways to make tasty combinations and interesting textures. Through inquiry, scientists have developed mixtures that are useful for all kinds of purposes, such as alloys, amalgams and paints, to name but a few. Indeed, it can be surprising just how many things that we take for granted every day are the result of inquiry into mixtures. For example, how different our lives would be without the myriad of inks, glues and detergents at our disposal.

Students learn about materials that don’t mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses.

Biological Sciences – Watch it grow!

All living things have their own life story, but all species share in the same cycle of growth, change, reproduction and death. Understanding more about the life cycles of various species can help us in many ways. It might help us to protect and preserve endangered species, to manage and control unwanted species like insect pests, or to improve animal husbandry.

The Watch it Grow! unit provides opportunities for students to explore the growth of a range of living things and explore the processes of growth and change, of reproduction and death that apply to all animals. Through hands-on activities and investigations, students compare the growth of living things under different conditions.
Forces are at work in everything we do – we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that impact on people in car accidents.

The Push-pull unit provides the opportunity for students 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'.

Water is essential to life. As humans, we not only drink water, we use it for cooking, hygiene, recreation and agriculture. Australia is a dry continent with an expanding population, and how we use water has become increasingly important. Water is a precious resource.

The Water works unit provides opportunities for students to develop an understanding of, and appreciation for, a precious natural resource. Through investigations, students explore how water is used, where water comes from and how to use it responsibly.
The present in the Past

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The key inquiry questions at this year level are:

• 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?

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

**Historical Knowledge and understanding**

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial
- The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past)

**Historical Skills**

- Sequence familiar objects and events
- Distinguish between the past, present and future
- Pose questions about the past using sources provided
- Explore a range of sources about the past.
- Identify and compare features of objects from the past and present
- Explore a point of view
- Develop a narrative about the past
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies
**People are connected to many places further** develops students’ understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students’ understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander peoples maintain with country/place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students’ 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.

The key inquiry questions for Year 2 are

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connections to places?

<table>
<thead>
<tr>
<th><strong>Geographical Knowledge and Understanding</strong></th>
<th><strong>Geographical Inquiry and Skills</strong></th>
</tr>
</thead>
</table>
| The location of the major geographical divisions of the world in relation to Australia | Observing, questioning and planning  
  - Pose geographical questions about familiar and unfamiliar places |
| The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales | Collecting, recording, evaluating and representing  
  - Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films  
  - Represent data and the location of places and their features by constructing tables, plans and labelled maps |
| The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place | Interpreting, analyzing and concluding  
  - Draw conclusions based on the interpretation of geographical information sorted into categories |
| The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world. | Communicating  
  - Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far |
| The influence of purpose, distance and accessibility on the frequency with which people visit places | Reflecting and responding  
  - Reflect on their learning and suggest responses to their findings. |
### Year 2 Physical Education and Health Overview

#### Personal, Social and Communal Health

**Being Healthy, Safe and Active**
- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
- Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)
- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

**Communicating and Interacting for Health and Wellbeing**
- Describe ways to include others to make them feel they belong (ACPPS019)
- Identify and practise emotional responses that account for own and others’ feelings (ACPPS020)
- Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

**Contributing to Healthy and Active Communities**
- Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
- Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)
- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

#### Movement and Physical Activity

**Moving Our Body**
- Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)
- Create and participate in games with and without equipment (ACPMP027)

**Understanding Movement**
- Discuss the body’s reactions to participating in physical activities (ACPMP028)
- Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

**Learning Through Movement**
- Use strategies to work in group situations when participating in physical activities (ACPMP030)
- Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)
- Identify rules and fair play when participating in physical activities (ACPMP032)
Year 2 students will continue the rhythms and solfa from Year 1, adding “z” (the rest) and a higher note “l”.

They will sing and play 3-note songs on the glockenspiel.

Singing and performing will be in groups up to 3 parts.

Compound rhythm will be introduced.