



# Year Two Curriculum Parent Newsletter

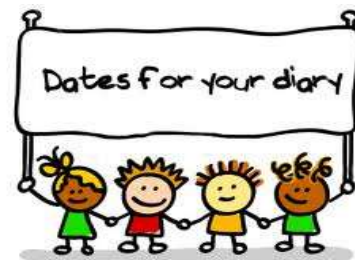
## Term 4: 2018

*During this term Year Two is completing the following work in each curriculum area. We are looking forward to your ongoing support.*

*Elisabetta De Filippi , Diana Ietto , Debbie Rodriguez and Geraldine Lockyer*

### IMPORTANT DATES

- **Tuesday 11<sup>th</sup> October: Dancing Program begins**
- **Friday 26<sup>th</sup> October: School Mass for Grandparents**
- **Thursday 1<sup>st</sup> November: School Mass- All Saints**
- **Friday 9<sup>th</sup> November: Years 1/2 attend Mass**
- **Friday 30<sup>th</sup> November: SCHOOL CONCERT**
- **Friday 6<sup>th</sup> December: End of Year School Mass**
- **Friday 7<sup>th</sup> December: **END OF TERM /YEAR****



### RELIGION:

- ❖ **Loving Our Differences:**(Body/Prayer)  
Children will identify physical differences in themselves and others and how Jesus teaches us that we are all special. They will also discover the importance of prayer.
- ❖ **Truth of the Gospels:** (Gifts/Bible)  
Children will identify gifts God has given them and others and how they can use these gifts in their lives. They will also learn that the Bible contains many stories about Jesus and will explore some of them.
- ❖ **Special Feasts:** (All Saints, All Souls and Advent)  
The children will learn the significance of these feasts.



### ENGLISH:

The theme for the term is '**Culture**'. Subthemes: **Dreamtime Stories and Traditional Tales**

#### Reading

- Reading - working in levelled ability groups to develop literal and inferential comprehension skills.
- Fluency Skills - reader theatre plays
- Comprehension skills using Sheena Cameron strategies

#### Forms of Writing:

- Narratives- Focus on editing skills
- Posters- Design wanted posters for fairytale characters
- Invitations- Focus on key features and capital letters
- Story character studies- Focus on character traits
- Poetry- Acrostic, Cinquain, Long and skinny
- Persuasive Writing- Focus on the 5 steps and expanding their arguments



#### Conventions of Writing:

- Quotation marks, commas

## **MATHEMATICS:**

*Developing understanding, fluency, problem solving and reasoning in all areas.*

### **Key Concepts: Number and Algebra**

- Patterns with numbers
- Fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$
- Revision of four key operations (addition, subtraction, multiplication and division)
- Solving money problems

### **Key Concepts: Measurement and Geometry**

Location and Transformation strand:

- Compass directions: north, east, south, west
- Simple maps and grids
- Object slides, turns and flips

### **Key Concepts: Statistics and Probability**

- Identify questions to collect data
- Interpret picture graphs



## **HISTORY: 'Traditional Aborigines'**

The children will explore different aspects of traditional Aboriginal beliefs and customs, including flag, food, shelter, weapons and utensils, stories, art and dance.

## **GEOGRAPHY: 'People are Connected to Many Places'**

This unit assists children to make personal connections with places in Australia, the Asia region and across the world. They will also identify reasons why people visit these places.

## **SCIENCE: 'Water Works'**

This unit aims to capture students' interest and to find out what they know about water, where it comes from and how to use it responsibly.

## **HEALTH: 'Contributing to Health and Active Communities'**

This unit will explore natural and built environments where physical activity takes place. It will also recognize and celebrate the similarities and differences in individuals.



## **ART: 'Dreamtime Stories and Traditional Tales'**

The children will complete a variety of art pieces related to term themes, using different strategies and materials to enhance their artwork.

## **DIGITAL TECHNOLOGY: 'Coding'**

The children will continue to explore digital systems with a focus on coding using apps such as Kodable and the WeDo robots.



## **HOMEWORK:**

Homework grids are handed out fortnightly and focus on activities that consolidate classroom learning and the development of the whole child. We ask that each box on the grid please be signed as evidence of tasks being completed.