

# Our Lady of Lebanon College

## Grade Curriculum Notes: Year Two



2013

# *Teaching Staff*

*Grade: YEAR TWO*

*Grade Teachers: Miss Arida  
Miss Pamboukian  
Mrs. Dagher  
Miss Lahood*

*ESL/Integration Teachers: Mrs. Macauley  
Miss Mansour*

*Arabic Teacher: Mrs. Zaiter  
Mrs. Sassine  
Mrs. Farah  
Mrs. Chalhoub*

*Music Teacher: Mr. Wood*

*Library Teacher: Mrs. LeMerle*

*ICT Teacher Mrs. Hill*

*Learning Support Staff: Mrs Ghabache*

## Curriculum Notes

### Homework:

Your Year 2 child should be spending 20-30 minutes on homework each night as well as reading for 15-20 minutes.

Monday	Spelling list, home reading, timetable and Journal Writing.
Tuesday	Spelling list, home reading, timetable and 5 sentences or 5 meanings
Wednesday	Spelling list, timetable, home reading and either set work from 'Study Ladder' or an English worksheet.
Thursday	Spelling list, timetables, home reading either Mathematics worksheet or an English worksheet.
Everyday	Spelling list and home reading

Perfect homework reward:

Term 1: Video time

Term 2: Going to the park

Term 3: Games/ Free time

Term 4: Awards

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

	Term 1	Term 2	Term 3	Term 4
<b><u>English</u></b>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Handwriting</li> <li>• Phonics</li> <li>• Poetry</li> <li>• Writing</li> <li>• Talking and Listening</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Shared Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Handwriting</li> <li>• Phonics</li> <li>• Poetry</li> <li>• Writing</li> <li>• Talking and Listening</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Shared Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Handwriting</li> <li>• Phonics</li> <li>• Poetry</li> <li>• Writing</li> <li>• Talking and Listening</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Shared Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Handwriting</li> <li>• Phonics</li> <li>• Poetry</li> <li>• Writing</li> <li>• Talking and Listening</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Shared Reading</li> </ul>
Grammar	nouns, verbs, compound words, plurals, contractions, alphabetical order	contractions, adjectives, tenses, alphabetical order, rhyming words and verbs	speech marks, nouns, homophones, synonyms, verbs, tenses, contractions	general punctuation, speech marks, directive verbs, Time connectives, misused words, adjectives.
Writing	Descriptions Literary Recounts	Information Reports Explanations	Procedure Discussion	Exposition Personal Response Narrative

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

	Term 1	Term 2	Term 3	Term 4
<b><u>Religion</u></b>	-Jesus Helps Me to Love - Lent -Easter	-Jesus is With Us -Pentecost	-Belonging to a Forgiving community -Important Feast days	-We Celebrate God's Forgiveness in the Community -Christmas
<b><u>HSIE/Science and Technology</u></b>	Australia- Wet and Dry Environments (HSIE) Information Technology	What's Alive? (Science and Technology) Information Technology	Transport (Science and Technology) Information Technology	Celebrations (HSIE) Information Technology
<b><u>Creative Arts</u></b>	Matches theme work across all KLAS.	Matches theme work across all KLAS.	Matches theme work across all KLAS.	Matches theme work across all KLAS.
<b><u>PDHPE</u></b>	HEALTH Getting Along With Others SPORT Swimming	HEALTH Personal Health Choices SPORT Prepare for carnival relay games	HEALTH Safe Living SPORT Dance	HEALTH Growth and Development. Me, Myself. SPORT Roo ball

*Other: Below are the allocated times for specialist classes:*

	2 Pink	2 Jade	2 Purple	2 Diamond
Library	Monday 9:30-10:00	Tuesday 9:30-10:00	Wednesday 9:30-10:00	Thursday 9.30 – 10.00
Music	Thursday 9.00-9.30	Thursday 9:30-10:30	Tuesday 12:50-1:20	Wednesday 12:50-1.20
Computers	Monday 12:20-12:50	Monday 12:50-1:20	Tuesday 10:30-11:00	Tuesday 12:50-1:20
Arabic	2:30-3.00 Monday – Thursday Friday- 1:30-2:00	2:30-3.00 Monday – Thursday Friday- 1:30-2:00	2:30-3.00 Monday – Thursday Friday- 1:30-2:00	2:30-3.00 Monday – Thursday Friday- 1:30-2:00

## Term 1 Overview

Below is a term overview for the work carried out for each subject in Year 2.  
You will also receive a similar outline at the beginning of terms 2, 3 and 4.

KLA	Outcome Description	Unit Outline
English	<p><b>Talking and Listening</b></p> <p><i>Talking and Listening</i> - TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p> <p><i>Skills and Strategies</i> -TS1.2 - Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <p><i>Context and Text</i>- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.</p> <p><i>Language Structures and Features</i> - TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.</p> <p><b>Reading</b></p> <p><i>Reading and Viewing Texts</i> - RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p><i>Skills and Strategies</i> - RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.</p> <p><i>Context and Text</i> - RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</p> <p><i>Language Structures and Features</i> - RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.</p>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Writing</li> <li>• Talking and Listening</li> </ul> <p>Students talk about a news item once a week and be asked questions about their news item by their peers. Some topics include:</p> <ul style="list-style-type: none"> <li>- favourite book</li> <li>- favourite toy</li> <li>- if they can fly to anyplace in the world where would they go and why.</li> <li>- weekend news</li> </ul> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Shared Reading</li> </ul> <p>Students participate in reading groups four times a week for forty minutes. They are also expected to read at home every night for 15 to 20 minutes.</p> <p>Students are going to participate in the comprehensive assessment of reading strategies program once a week. (CARS)</p> <p><b>Shared Reading Texts:</b></p> <p>* <b>‘Tucker’s Mob’</b> -students locate common nouns in text and sight words list. - Children listen to story on tape- discuss music heard at beginning and end. As a group discuss the significance of Aboriginal music. - Reading/ practicing sight words - Grammar reading/ writing sheet</p> <p>* <b>‘I am Australian’ (poem)</b> - Students complete a cloze passage. - To further students understanding, in groups they act out stanzas. (Drama)</p> <ul style="list-style-type: none"> <li>- Children compile a class list of other common contractions</li> <li>- Children identify smaller words inside larger words using sight words.</li> <li>- Students complete a comprehension worksheet; this gives the teacher an understanding of how well the student understood the text.</li> </ul> <p>* <b>How the Kangaroos Got Their Tails.</b> *Throughout this unit students locate compound words and ‘th’ and ‘ar’ words in text. * The teacher discusses with students the importance of speech marks and full stops within sentences/ text. After discussion and modeling students verbally put in practice their knowledge when reading text as a group.</p> <p>* <b>Going For Oysters</b> *After reading text as a group students verbally identify the main events in text. Students completes story map using illustrations and provides short written statements outlining sequence of the text.</p>

	<p><b>Writing</b></p> <p><b>Producing Texts</b> - WS1.9 Plans, reviews and produces a small range of simple literary and factual texts.</p> <p><b>Language Structures and Features</b> - WS1.9 Plans, reviews and produces a small range of simple literary and factual</p> <p><b>Handwriting</b> - WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style.</p> <p><b>Context and Text</b> - WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.</p> <p><b>Grammar and Punctuation</b> - WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.</p> <p><b>Spelling</b> - WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.</p> <p><b>Library</b></p> <p>TS1.1 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <p>RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p>V2 Enjoys experiencing and responding to a range of spoken and written texts.</p>	<p>*students complete character worksheet.</p> <p>*Verbs are discussed and as group students locate verbs in text. After discussion students completes worksheet on verbs.</p> <p>*Students identify these sounds 'ing' and 'oa' and then locate these sounds in words from the text.</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Handwriting</li> <li>• Phonics</li> </ul> <p><b>Text Types:</b></p> <p><b>Literary Recount</b> – A Literary recount retells the series of events for the purpose of entertaining.</p> <p>Students read a range of stories eg Jack and the Beanstalk, Little Red Riding Hood, Cinderella etc.</p> <p><b>Descriptions</b> – Students write various descriptions of different animals including Australian animals. Students are encouraged to use adjectival phrases and descriptive adjectives in their writing.</p> <p><b>Grammar:</b></p> <p>Throughout this term students learn and adopt the following grammatical features into their writing. This includes: Nouns, verbs, adjectives, compound words, plurals, contractions, alphabetical order.</p> <p><b>Spelling:</b></p> <p>Students receive a new spelling list at the start of each week and are tested on Friday. Each student has their own set quota. They move up a quota after achieving full marks over two consecutive weeks.</p> <p>The <b>Look, Say, Cover, Write, Check</b> method will be encouraged to develop children’s visual memory technique.</p> <ul style="list-style-type: none"> <li>• Revision of book care, borrowing and returning</li> <li>• Using alphabetical order in the library – locating books by authors’ surnames</li> <li>• Familiarisation with the non-fiction section</li> </ul>
<p><b>Mathematics</b></p> <p><i>The Working Mathematically Strand will be incorporated in all other strands of Mathematics. They include:-</i></p> <p><b>*Questioning</b> - WMS1.2</p> <p><b>*Applying Strategies</b> -WMS1.3</p> <p><b>*Communicating</b> -</p>	<p><b>Number</b> –</p> <p><b>Whole Number</b> - NS1.1 Counts, orders, reads and represents two- and three-digit numbers.</p> <p><b>Addition and Subtraction</b> - NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers.</p> <p><b>Patterns and Algebra</b> –</p> <p>PAS1.1 Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern</p>	<p>* Students are encouraged to use the hundreds chart to count by 2’s, 5’s, 10’s</p> <p>* Students use numeral expanders, place value charts and base 10 materials to solve various addition problems.</p> <p>* Use of 10 frames and counters will assist the students to make addition questions</p> <p>* Students will be divided into Count Me Into Groups and play CMIT games when addition is taught.</p> <p>*During this topic students use the skip counting method and number lines to identify various number patterns.</p> <p>*Students are taught to count by 1’s, 2’s, and 5’s.</p>

<p>WMS1.4</p> <p><b>*Reasoning</b> - WMS1.5</p> <p><b>*Reflecting</b> - WMS1.2</p>	<p>and builds number relationships.</p> <p><b>Data –</b> DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results.</p> <p><b>Measurement –</b> <i>Length</i> - MS1.1 Estimates, measures, compares and records lengths and distances using informal units, metres and centimetres.</p> <p><b>Space and Geometry –</b> <i>Two-dimensional Space</i> - SGS1.2 Manipulates, sorts, represents, describes and explores various two-dimensional shapes. <i>Position</i> - SGS1.3 Represents the position of objects using models and drawings and describes using everyday language.</p>	<p>*During this topic, students have the opportunity to gather information from their peers and later graph the results using a column or picture graph.</p> <p>*Students order various items from smallest to tallest.</p> <p>* Students use streamers to measure different parts of the body</p> <p>* Students estimate the length of different objects in their classroom using informal units such as, pegs, pop ticks and rulers.</p> <p>*In this topic, students revise various 2D shapes including their names and properties eg, sides and corners.</p> <p>*Students use Geoboards to make regular and irregular shapes.</p> <p>* Students use local and school maps locate various streets, buildings etc.</p>
<p><b>Religion</b></p> <p>Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.</p>	<p><b>Unit Stage: 12C1</b></p> <p><b>Topic 1:</b> Jesus helps me to love</p> <p><b>Unit Stage: 12C2</b></p> <p><b>Topic 2:</b> Lent – Being alone</p> <p><b>Unit Stage: 12C3</b></p> <p><b>Topic 3:</b> Easter Triduum – Never alone</p>	<p><b>Topic 1:</b> This unit leads students to understand and appreciate Jesus as the model of Christian living.</p> <ul style="list-style-type: none"> <li>- During this topic students observe pictures or posters of Jesus being a friend to some biblical characters. As a group, students discuss how Jesus has set the perfect example of what a good friend is.</li> <li>- Students form a circle with a candle lit in the centre (the candle symbolizes Jesus). During this lesson a student at a time reads a prayer of praise and thanksgiving, while the rest of the class responds.</li> </ul> <p><b>Topic 2:</b> This unit focuses on the prayerful aspect of Lent. It enables the students to look for, know and find God within themselves.</p> <ul style="list-style-type: none"> <li>- Students revise ways of preparing for Easter, highlight the need for prayer. Children are shown a poster of the Australian desert and told that Jesus once was alone in a desert for a very long time. Students listen to the parable <b>Jesus Goes to the Desert</b>. As a group, we discuss: <b>How did Jesus get the strength to last as long as he did?</b> <b>Do you think Jesus prayed?</b> <b>Do you think prayer helped him?</b> <b>How?</b></li> <li>- Refer back to the Lenten Tree. Children revise their promises that they made to help prepare for Lent. Children are given a minute alone to reflect on how well they are keeping their promises. <b>Just as Jesus prayed to God in the desert, we need to pray to God too, especially during Lent.</b></li> </ul> <p><b>Topic 3:</b> In this unit, students examine the prayerful aspect of Holy Week focusing on the example of Jesus who was able to talk with his father about his feelings, fear and problems.</p> <ul style="list-style-type: none"> <li>- During this unit, children are reminded that <b>just as we</b></li> </ul>

		<p><b>turn to our family and friends for someone to talk to, we can also talk to God.</b></p> <p>As a class, we brainstorm the times and places we pray. Eg:</p> <ul style="list-style-type: none"> <li>- at school assemblies</li> <li>- in class</li> <li>- in the church</li> <li>- in bedroom etc</li> </ul> <p>and record reasons why we pray.</p> <p><b>Students are taught that they need to talk and listen to their friends if they want to get closer to them. This is the same if they want to get closer to God. This was the same for Jesus.</b></p> <ul style="list-style-type: none"> <li>- Students are invited to start a discussion on special meals. As a group the students discuss reasons why people come together to eat and the different types of food and drink that are often available. As a class the students read the story of <b>The Last Supper</b>. Using real bread and water, the students re-enact the story. <b>The teacher stresses that just as we need to be with our friends at times, so did Jesus.</b></li> </ul>
Human Society & Its Environment	<p><b>ENES1.5, ENES1.6</b></p> <p><b>Topic:</b> Wet and Dry Environments - <i>Patterns of Place and Location</i></p> <p><b>Relationships with Places</b> – Gathers information about natural and built environments and communicates some of the ways in which they interact with, and care for these environments.</p>	<p><b>ENS 1.5</b> – Recognises the globe as a representation of the Earth, differentiating between land and water.</p> <p><b>ENS 1.5</b> – Uses geographical tools to locate and investigate places, eg. Maps, globes, atlases.</p> <ul style="list-style-type: none"> <li>• Students learn about the features, places and sites of Australia.</li> <li>• Students learn about the first settlement and about the human interaction as well as change.</li> <li>• Students discuss where people live, work and play in many different environments.</li> <li>• Students identify the different uses of water by animals and people.</li> </ul>
Science & Technology	<p><b>Computers</b></p> <p>UT S1.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.</p> <p>DM S1.8 Develops and implements their own design ideas in response to an investigation of needs and wants.</p>	<p><b>KidPix</b></p> <ul style="list-style-type: none"> <li>• Logging on and off the computer</li> <li>• Review of terminology; mouse, monitor, icon, etc.</li> <li>• Demonstrates mouse control skills</li> <li>• Independently uses tools of KidPix</li> <li>• Makes design decisions when selecting background, animations, music or images.</li> <li>• Creates multimedia presentation on “All About Me”</li> </ul>
Personal Development, Health & Physical Education	<p><b>Health -Topic:</b> Getting along with others</p> <p><b>SLS1.13-</b> Demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <p><b>Physical Education</b> – Swimming</p> <p><b>MOES1.4</b> – Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p>	<p><b>Health - Unit Focus:</b></p> <p>*As a class students discuss the class, school and water safety rules and the importance.</p> <p>*Students discuss the consequences for breaking rules.</p> <p>* Students not only role good and bad manners but also discuss both behaviors.</p> <p>* Students discuss their relationships with family and friends and discuss and come up with strategies for problem solving in order for them to get along with their family and friends.</p> <p>* Role – Play of various scenarios</p> <p><b>Swimming</b> – Students participate in the swimming program for 2 weeks. They are given the opportunity to learn water safety, floating and moving skills as well as basic swimming strokes. The swimming program is conducted at the Aquatic Centre Homebush, with qualified instructors.</p>



<p>Creative Arts</p>	<p><b>VISUAL ARTS –</b>  VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.  VAS1.2 Uses the forms to make artworks according to varying requirements. Eg drawing and painting.</p> <p><b>APPRECIATING</b>  VAS1.3 <i>Realises what artists do, who they are and what they make.</i>  VAS1.4 Begins to interpret the meaning of artworks acknowledging the roles of artists and audience.</p> <p><b>DRAMA –</b>  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 (dramatic tension, contrast, symbol, time, space, focus, mood) movement and voice skills and the expressive skills of movement and voice.</p> <p><b>PERFORMING</b>  DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p><b>APPRECIATING</b>  DRAS1.4 Appreciates dramatic work during the making of their own drama and drama of others.</p> <p><b>Music-</b>  <b>Outcomes -</b> Students will Sing, play and move to a range of music, demonstrating an awareness of musical concepts. They will explore, create and organise sound in simple structures, using symbol systems to represent sounds. They will respond to range of music, expressing likes and dislikes and reasons for these choices.</p>	<p>Many activities have been inspired by Shared Reading activities. Other activities are integrated with Mathematics, Easter and the HSIE unit</p> <ul style="list-style-type: none"> <li>*Aboriginal Painting</li> <li>*Shapes and Colours</li> <li>*Rainforest Flowers</li> <li>*Wet and Dry Environments</li> <li>*Easter Egg</li> <li>*Crayon-Resist Dyeing</li> <li>*Field of Easter Bilbies</li> <li>*Easter Basket</li> </ul> <p>A variety of activities have been integrated with Religion and Health.</p> <p><b>Health –</b> Role-playing scenarios displaying appropriate behaviour for interpersonal relationships.</p> <p><b>Religion –</b> Activities involve the re-enactment of various biblical stories on the life of Jesus:-</p> <ul style="list-style-type: none"> <li>*The Wedding at Cana</li> <li>*Lazarus</li> <li>*A Net Full of Fish</li> <li>* The Last Supper</li> </ul> <p><u>Games and songs</u>  Year 2 are learning funny songs about crocodiles and snakes among other things. They are discovering the difference between music which has a beat and music which does not.</p>
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