

St Joseph's School Stanthorpe

2014

Year 2

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Inform/Instruct	Describe / Reflect	Analyse/persuade	Entertain/Critique
	Title:	Bugs Alive	Poetry in Motion	Media Mania	Tell Me About It
	Course Overview:	Students will be exposed to informative texts in readings, writing, listening and speaking activities. The structure of information texts will be a focus, with the students writing and presenting their own.	This term, we'll be looking at the power of language and visuals for describing and reflecting, particularly in texts like poetry. We'll listen to, read and view creative texts as models for our own work. Using software, visuals, music and sound effects we'll plan and deliver presentations.	This term the focus will be on persuasive genre. Students are exposed to numerous forms of advertising every day. Students will examine the purpose, intended audience and the message or viewpoint of advertisements from television, newspapers and magazines. Visual aids will be explored and how these can be used to support our ideas or entice us to purchase an item.	This term the students will listen to, read, view and create imaginative texts. They will discuss and analyse why characters and settings can be different especially in relation to author's purpose and context. The students will also examine the effect of accompanying visuals.
	Text types:	INFORMATIVE TEXT · Non-fiction print and digital texts	DESCRIPTIVE / REFLECTIVE texts, including * a variety of simple poetry forms * imaginative retellings/reflections and performances * texts used by students as models for their own work	PERSUASIVE TEXT · Advertisements (e.g. from print, online and television)	Imaginative texts including: - Narratives - traditional oral texts, imaginative retellings and performances - picture books, simple chapter books, dramatic performances - texts used as models for their own work
	Assessment:	Construct a simple information report according to PM Writing scaffold including a labelled diagram and present to peers.	Produce individual poetry and perform choral and/or individual recitation for Eisteddfod	· Produce a multimodal persuasive text in the form of an advertisement	Written Narrative. Students will write, edit, illustrate and publish Bush Christmas stories.
	Scaffolding:	Immersion in information texts, related language features and visual features eg index, tables, diagrams, graphs, labels and captions. Who am I? extending into simple information reports with a focus on description of visible characters.	Immersion in many forms of modelled readings and performances of poetry with a specific focus on intonation, rhythm, rhyme, language features and structure. Scaffolded opportunities for students to create their own poetic forms, modelled, whole class, small group and individual. Opportunities provided for performance, presentation and critical reflection.	· Use everyday examples such as food and toys	Immersion in a variety
Mathematics AC	Title:	Maths Term 1	Maths Term 2	Maths Term 3	Maths Term 4
	Course Overview:	This term we recognise increasing and decreasing number sequences involving 2s, 3s and 5s, count to and from 1000 and perform simple addition and subtraction calculations using a range of strategies. We'll divide collections and shapes into halves, quarters and eighths, identify the missing element in a number sequence and order shapes and objects using informal units. We'll use a calendar to identify the date and the months included in seasons and make sense of collected information and collect data from relevant questions to create lists, tables and picture graphs.	This term we count to and from 1000, perform simple addition and subtraction calculations using a range of strategies and represent multiplication and division by grouping into sets. We'll associate collections of Australian coins with their value, tell time to the quarter hour and draw two dimensional shapes. We'll interpret simple maps of familiar locations and explain the effects of one-step transformations.	This term we recognise increasing and decreasing number sequences involving 2s, 3s and 5s, count to and from 1000 and represent multiplication and division by grouping into sets. We'll divide collections and shapes into halves, quarters and eighths and identify the missing element in a number sequence.	This term we count to and from 1000, represent multiplication and division by grouping into sets and associate collections of Australian coins with their value. We'll interpret simple maps of familiar locations, list outcomes for everyday events and make sense of collected information and collect data from relevant questions to create lists, tables and picture graphs.
Geography AC	Title:	Significant Places	Special Connections		

History AC	Course Overview:	<p>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 will participate in field investigations to determine significance of local places. They will gain an understanding of why these places have varied significance within the community.</p> <p>Students are introduced to the concept of scale, using Google Maps and undertaking a variety of practical activities.</p> <p>Students' understanding of the concept of interconnection is developed by identifying and discussing some of their links with places locally and globally.</p> <p>The concept of space is developed through discussion 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.</p> <p>The inquiry process provides opportunities for students to identify various regions of the world and explore connections between themselves and other places.</p> <p><i>Focus Questions:</i> What places are significant to you? What places are significant to other people? Why are they significant?</p>	<p>Students collect personal and family data primarily from family sources to understand and explore, present and celebrate their connections to places in Australia, the countries of the Asia region and across the world.</p> <p>Utilising Fiction narratives, students are introduced to the significance of Place to the Aboriginal and Torres Strait Islander peoples. Focussing on two groups, one from a coastal region and one from an inland region, students identify and explore the ways in which Aboriginal and Torres Strait Islander peoples maintain their special connections to their particular country/place, including factors such as purpose, distance and access.</p> <p>Our local area does not have a comprehensive history of permanent settlements of Aboriginal peoples and students will investigate why this is so. As a class activity they will write to the local Council inquiring into the possible existence of local Aboriginal sites and how these are maintained and protected.</p> <p><i>Focus Questions:</i> How are we connected to places beyond our local area? How are Aboriginal and Torres Strait Islander peoples connected to their special places? Why are these places significant to them?</p>		
	Key Sources of Geographical Data:	<p>Globes, atlases, maps, local maps, local knowledge</p> <p>Field work</p> <p>Graphing</p> <p>Recounts</p> <p>Peer interviews</p> <p>Sketching</p> <p><i>Key sources of data:</i></p> <ul style="list-style-type: none"> Primary sources – data collected through fieldwork; sketches; photographs; observations (oral and recorded); information from field experts. Secondary sources – atlas; maps; wall maps; globes; Google Maps; street and district maps; aerial photographs of local features. 	<p>Local Council</p> <p>Globes, atlases, maps, local maps, local knowledge</p> <p>Field work</p> <p>Peer interviews</p> <p>http://granitenet.com.au/search?cx=012631576504914267688%3Av858v4m9i0o&cof=FORID%3A10&ie=UTF-8&Q=indigenous&sa= local indigenous information link</p>		
	Thinking Tools and Graphical Organisers:	<ul style="list-style-type: none"> Mind maps Concept webs Graphs Tables for recording data Venn diagram (comparison) 	<p>Graphing</p> <p>Recounts</p> <p>Sketching</p> <p>Mind maps</p> <p>Concept webs</p> <p>Graphs</p> <p>Tables for recording data</p> <p>Venn diagram (comparison)</p>		
	Assessment Ideas:	<ul style="list-style-type: none"> Artworks on Davadi Soldiers' Memorial Community gardens Local expert knowledge 	<p>Students are presented with illustrations and photographs that signify special places for Aboriginal and Torres Strait Islander peoples. Drawing upon their background knowledge and information presented graphically, students explain the significance of each place.</p>		
	Fieldwork and Local Resources:				
	Title:	Blast From the Past	Our School Community		

	Course Overview: Primary Source Document Focus: Thinking Tools and Graphic Organisers: Assessment Ideas: Local Resources:	<p>Students will be exposed to technology from the past related to the home, work and travel (including communication). Students will learn how to create a timeline, compare technology and suggest reasons that changes ensued, resulting in what we use today. The students will question how technology affected the lifestyle of people in the past and engage with a range of sources.</p>	<p>Students will engage in learning experiences focused on significant events and places in the local area. Beginning with personal family history, e.g. how Mum and Dad met. Students will engage in interviews of people who have attended our school, taught at our school or been a part of the school community for an extended period, which will facilitate investigating local people from the past. Students will also investigate the school and its buildings, including how the layout has changed from the past to the present. The investigation will focus on the garden, the gym (discuss what we can do now that we have the gym e.g. St Joseph's Day Celebration) S, swimming pool, Fr Brian, the Mercy sisters the principal, past staff, past uniforms. Students will compile this knowledge and show their understanding through writing a narrative about a significant person or place.</p>		
Science AC	Title: Course Overview:	<p>Push Pull</p> <p>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 is an ideal way to link science with literacy in the classroom. The 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'. Note that in the Australian Curriculum Science course the Year 2 Physical sciences content description introduces 'changes shape' when a force is applied. This unit covers how an object might move but does not cover 'changes shape'. If you follow suggestions in italics & blue text in the lesson sequences 'changes shape' will be covered.</p>	<p>All mixed up</p> <p>By investigation and observation, students glimpse the diversity of materials in their world. In 'All mixed up' students explore how different materials can be combined for a specific purpose. In everyday life this occurs in many situations, for example in the kitchen and in industry. Students learn that some materials will not combine well while others do combine.</p>	<p>Water works</p> <p>Water is essential to life. As humans, we not only drink water, we also 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 is an ideal way to link science with literacy in the classroom. This 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.</p>	<p>Watch it Grow</p> <p>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 is an ideal way to link science with literacy in the classroom. It 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.</p>