

# GRADE 2 CURRICULUM OVERVIEW

## TERM 2 2017



Dear Parents,

Each term curriculum overviews will be available on the school website detailing the learning experiences your child will be involved in during the term in Literacy, Numeracy and Science & Inquiry.



### LITERACY – Reading, Writing and Spelling

#### Writing:

The genres we will be focusing on this term are **NARRATIVES, INFORMATION REPORTS AND WRITER'S NOTEBOOK (CREATIVE WRITING).**

Narratives tell a story that is mainly used to entertain, motivate or teach. It aims to get the attention of the reader and to maintain their interest. Narratives include fantasy, adventure, science fiction, mystery, fairy tale, legend, myth, or fable. These types of stories usually follow a set structure which will be explored with the students. Narratives usually have a beginning, middle and an end and they often involve the use of dialogue.

#### The structure of a Narrative is as follows:

TEXT ORGANISATION	DESCRIPTION	LANGUAGE FEATURES
<b>TITLE:</b>	A brief name	
<b>ORIENTATION: (Beginning)</b> Who? Where? When? What?	Introduces the characters and setting. Tells us when the events took place. This is where the writer sets the scene for the story.	*Using a description of events as they happen such as, first, next, later or after.  *Using a sequence of events particular to each character such as, while, as, meanwhile or when.
<b>COMPLICATION (Middle)</b>  Sequence of events – what?  Problem	A sequence of events takes place and character development evolves.  A problem is created to make the story interesting.	*Using <b>adjectives</b> i.e. Describing words such as, shining, hungry, itchy, adventurous or blushing.  *Using <b>conjunctions</b> i.e. Linking words such as, but, because, although, so or yet.
<b>RESOLUTION: (Middle)</b> How?	This is where the problem created is resolved in some way.	*Using different tenses: <b>Present tense</b> , 'He <u>is running</u> to the park.' <b>Past tense</b> , 'He <u>was running</u> to the park.' <b>Future tense</b> , 'He <u>will run</u> to the park.'
<b>CODA: (Ending)</b>	A simple ending to complete the story. Sometimes this can include a moral.	

#### Writing:

We will be exploring the seven steps to writing using:

1. Plan for Success
2. Sizzling Starts
3. Tightening Tension
4. Dynamic Dialogue
5. Show, Don't Tell
6. Ban the Boring Bits
7. Exciting Endings



**Focus areas in writing will include:**

- Using the 7 step writing process
- Developing appropriate vocabulary
- Using a plan – thinking about what they will write and recording key words.
- Developing sentence structure – Does that make sense?
- Using capital letters, full stops, question marks and talking marks (punctuation).
- Using the narrative outline (as above) to write a story.
- Developing editing, revising and publishing skills.
- Using conjunctions to expand sentences.
- Sequencing of ideas.
- Adding details to writing.
- Using adjectives to make writing more interesting.



**Spelling:**

Identifying spelling strategies and how they help to learn words. Students will be exposed to sound investigations and will continue spelling High Frequency Words.

**The 3 main strategies are:**

The **Sound** Strategy – using your knowledge of sounds and sound patterns

The **Visual** Strategy – using the way a word looks, breaking words up, remembering tricky parts

The **Meaning** Strategy – being able to think about the meaning of a word, what we know about words

Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.

**LOOK** at the word (take a picture of it in your head)

**SAY** the word

**NAME** the letters in the word

**COVER** the word

**WRITE** the word

**CHECK** each letter (A tick is placed over the correct letter and a dash – is to be placed over an incorrect letter.)

					
Look	Say	Name	Cover	Write	Check

**Onset and Rime:**

The students will continue to develop an understanding of onset and rime. Onset and rime can greatly improve both reading and spelling skills. Learning to distinguish rime (a combination of letters and the accompanying sound they make, such as 'ay' or 'aw') gives the students a valuable tool that provides quick access to spelling patterns. Onset is the beginning sound of a word and allows them to create new words with familiar endings.

**Rhyming Words:**

We will be using poetry to engage the students in rhyming. Rhyme is an effective way of teaching students how to spell. They will be exploring different rhyming/spelling patterns, which will help increase their knowledge and understanding of spelling unfamiliar words. Examples of rhyming words are: she, tree, flea, spree and key.

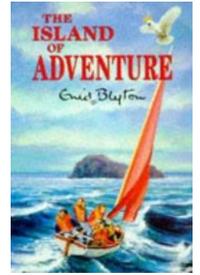
**High Frequency Words**

These are words which are used most frequently in your child's reading and writing. The spelling of these words needs to become automatic. Students will be involved in activities to support their learning of these words at school.

## Reading:

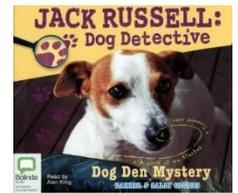
Focus areas in reading will include:

- Using the 7 decoding strategies – look at the picture, get your mouth ready, re-reading, does it look right? Does it sound right? Does it make sense? And looking for chunks.
- Using expression – An interesting character's voice and tone of which the text is read.
- Using phrasing – Looking at the punctuation to guide when they need to take a pause/ breathe when reading.
- Using fluency – Reading smoothly or just like talking.



## Comprehension strategies:

- Making and answering questions (literal and inferential).
- Making connections – Text to self, text to text and text to world.
- Summarising – Keeping the main points of the text, deleting unimportant ideas, maintaining the author's point of view, sequencing the information logically.
- Clarifying - Using different strategies to understand words and meanings that cause confusion and which students do not understand.



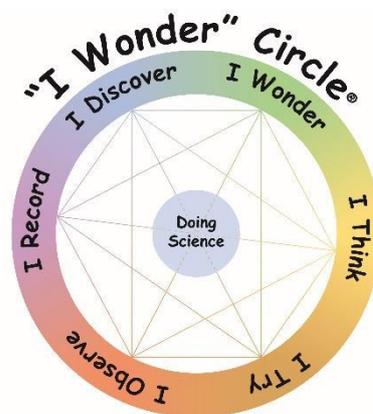
## Independent Reading:

The students will continue to participate in daily Independent Reading sessions. They will be involved in further developing their classroom libraries, to ensure that it contains a variety of text types, such as fiction, non-fiction, poetry, magazines etc and that the topics appeal to the individual interests of the grade. Each student will have a collection of 5 to 6 books to read during independent reading time. They'll further develop their understanding of how to choose a "Just Right Book", by making sure the book that they have chosen is not too easy or too difficult.



## Science and Inquiry

This term our topic is 'Aps and the community and world around us'. The children will be involved in various activities which will help them to find out more about themselves, peers and families. They will also develop an understanding of their local community and communities around the world. How they connect and influence their community and different communities around the world. Students will develop inquiry and research skills focussing on their topic, Students will be planning and conducting research and recording their information.



## ICT

This term in ICT students will be using laptops to develop, plan, research and record information that they will be researching in Science and Inquiry. Students will be accessing different Microsoft Programs and collaborating on Google Drive. Students will be exposed to a collaborative space using google docs, google slides and many more features in google apps.

## **NUMERACY**

### **Maths concepts and processes that will be continually addressed during the year:**

- Oral counting by 2's, 4's, 5's, 10's to 100 and beyond, counting from various starting points, continuing written patterns forwards and backwards,
- Using mental strategies such as nearest 10, doubles/near doubles and ten facts
- Numbers that come before and after numbers to 999.
- Making, naming and recording numbers of 2 and 3 digits.
- Identifying place value i.e. the value given to digits in a number, for example 24 = 2 tens and 4 ones. 43 equal 4 tens and 3 ones. Exploring the value of digits and expanding numbers, for example  $24 = 20 + 4$ .

### **Focus areas in Maths will include:**

#### **Addition**

- Using strategies when adding such as, counting on, doubles, near doubles (7 is double 3 plus 1 more).
- Modelling, solving and recording addition problems.

#### **Subtraction**

- Using terminology such as “take away, less than, difference between, subtract”.
- Using strategies when subtracting such as, counting back and using number facts.
- Modelling, solving and recording subtraction problems.

#### **Money**

- Ordering money in cents
- Grouping of coins
- Rounding money up or down to the nearest dollar

#### **Length**

- Using terminology to describe length such as, longer, shorter, the same, equal.
- Choosing appropriate material to measure length.
- Comparing the length of objects using informal and formal units.

#### **Area**

- Exploring area will involve estimating the area an object.
- Discovering which informal and formal materials are most appropriate for measuring certain areas.

#### **Perimeter**

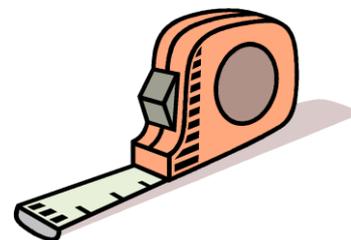
- Exploring perimeter will involve estimating the distance around the outside of objects.
- Discovering which objects are most appropriate for measuring perimeter.

#### **Time**

- Identifying hours, half hours, the clock face, hour and minute hands on a clock, reading and recording times as analogue and digital.
- Explore the features of a calendar and associating the months of the year to the season.

#### **2D and 3D Shape**

- Identifying the important features of 2D and 3D shapes
- Sorting and classifying shapes
- Accurately drawing 2D shapes



### **Homework will consist of the following:**

#### **WEEK 1 - 4**

- Project - Design your ultimate community.

#### **WEEK 5- 11**

- Daily reading of Take Home Reading

- Spelling - Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.
- Weekly Mathletics Task

Thank you for your ongoing support. We're looking forward to another fun filled term with your child. If you have any questions please contact your child's teacher.

**Kind Regards**

***Jodi Kenny, Joanne Mathrick, Kate Nikolic and Melissa Wendt.***

