Carbrook State School
P-7

2014

Academic Program for
Term 1

2A and 2B
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The English program consists of two units each term. In unit 1, students read and listen to a range of poems about a topic to create an imaginative reconstruction of a poem or rhyme using images to support the meaning of the text. Students present their poem or rhyme to a familiar audience. Students will:

- Identify poetic features
- Examine structure and language in poems
- Compare poems and texts
  - Create a poetry reconstruction (Assessment)
  - Present a poetry reconstruction. (Assessment)
- Have a look at one of the poems we will be studying on the YouTube video clip of “Five little owls”. [http://www.youtube.com/watch?v=-QJWVK-8HFw](http://www.youtube.com/watch?v=-QJWVK-8HFw)
You will also find lots of poems to read on our Ed studio.

In unit 2, students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative retell about a character from a book. Students will:

- Examine and respond to texts
- Explore characters relationships and motivations
- Develop an understanding of language and literature

**Listening comprehension assessment**
- Students respond to an oral reading of a story.

**Assessment 2 - Writing an imaginative retell**
- Create an imaginative retell about a character from a familiar picture book.

- Have a look at a quick rundown of the story, Fox by Margaret Wild [https://www.youtube.com/watch?v=1KPZf1zGrrk](https://www.youtube.com/watch?v=1KPZf1zGrrk)

Throughout all units students will also:

- Read and comprehend material on a daily basis from our class reading and school Reading Stamina program.
- Identify and apply strategies before, during and after reading to demonstrate their understandings of reading as a method for improving fluency, word and content knowledge and comprehension.
- Undertake an enriched and variety-based language program where rigorous and frequent tasks will enhance students’ spelling awareness and word knowledge.
- For all writing pieces use effective mechanical writing skills such as punctuation, editing, paragraphing, topic-related vocabulary and regularly identify and apply grammar and spelling rules.

**Mathematics:**
In these units students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

**Unit 1** Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:
- Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths
using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units
- Number and place value - count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts

Throughout this unit, we provide daily practice to consolidate Year 1 concepts such as:
- recognition of number patterns and sequences
- communication of time durations
- solving simple addition and subtraction problems using mental strategies.

Counting capers: provides information about students' number knowledge

**Unit 2**

Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:
- Number and place value - represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add 2-digit numbers, solve simple addition and subtraction problems, represent multiplication and division, solve simple multiplication and division problems
- Data representation and interpretation - collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations
- Chance - identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.

**Assessment task: Adding and subtracting numbers**
Assessment Description: To describe, represent and use additive concepts in different situations. This assessment provides opportunities to gather evidence of student learning in:

**Number and Algebra**
**Number and place value**
- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies

**Assessment Task: In the toyshop window**
Assessment Description: Students collect, represent and describe simple, single-variant data. This assessment provides opportunities to gather evidence of student learning in:

**Statistics and Probability**
**Data representation and interpretation**
- Identify a question of interest based on one categorical variable. Gather data relevant to the question
- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them

**Monitoring Task: Describing outcomes of everyday events (Mathematical guided inquiry)**
Description: Students identify events that involve chance and describe the outcomes of chance events. This monitoring task provides opportunities to gather evidence of student learning in:

**Statistics and Probability**
**Chance**
Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.

**Science**

Mrs Renee Van Wyk will teach and assess science for all year 2 students across the three classes.

**Mix, Make and Use.**
In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials.

**Assessment:** Students will make something they can use in their daily lives.

Students will:
- Record a question and prediction within a scientific report.
- Explore properties of materials
- Investigate the strength and waterproof properties of common materials
- Investigate using different glues for different purposes
- Investigate objects made from combined materials
- Select materials with properties that suit the purpose of the object.
- Draw a labelled diagram of the object
- Test the object for functionality

(Record results and evaluate the investigation to complete a scientific report. (Have a look at the website below to see if you know where different materials come from)

www.bbc.co.uk/schools/scienceclips/ages

**Technology**
This term, students will investigate the following aspects of technology:

- Information, materials and systems (resources)
- Resources are used to make products for particular purposes and contexts.
- Resources have characteristics that can be matched to design requirements.

The science assessment task will also be used to assess the students' technology capabilities and understandings.

**History**

Mrs Deidre Klatt will teach and assess history for all year 2 students across the three classes.

The content of the unit provides opportunities to develop historical understandings through the key concepts of **Continuity and Change, Cause, Effect and Significance**

Students will explore the impact of changing technology on people’s lives.

**Assessment — Collection of work — Changing technology**

Task: To pose questions about objects from the past and present, to compare and sequence objects and identify changes and continuities in one aspect of daily life over time.

In this unit students examine changes in technology that have occurred over time to develop an understanding of the impact that technology has had on people’s lives. They will also develop an appreciation of the ways in which society preserves examples of technological changes and appreciate historical places of significance. To consolidate their learning and understanding we are planning an excursion to the **Beenleigh Historical Village and Museum**. (More information to follow.)

Check out their website:

Another website students may wish to explore-
www.bbc.co.uk/education/dynamo/history/stepback.htm

The Arts
The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs. Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.

This term the students will be involved in the Ausdance program. Our term 1 Celebration of Learning will be the students’ presentation of the dances they have learned.

Health
Personal Development – Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

Our SWPBS program forms the basis of the students’ investigations into how identity is shaped by personal characteristics and experiences. Students will focus on our school wide expectations of Be Responsible, Be Respectful, Be Safe and Be a Learner as they explore that establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences. Building Relationships= Keeping the Heart of Carbrook SS beating

ICT
ICT will be integrated throughout many curriculum areas. This will include becoming aware of cyber safety, using word documents and inserting pictures; Using microphones and inserting speech into documents; as well as using space appropriately to create posters.

Students will be encouraged to access the Year 2 Ed studio on a regular basis.

2B HOMEWORK EXPECTATIONS: Homework is an extension of the studies undertaken in class and provides families with an opportunity to become involved in their child's learning and potentially recognise areas of need. Homework is given out on Mondays. Students will record their homework in their homework books and this is expected to be returned (with completed homework) every Friday to be marked over the weekend and returned to students by the following Monday.

Homework has begun as a paper version but will soon also take an electronic form. Our online learning and communication tool will be our Year 2 Ed studio. Students will be shown this Ed studio and will be working on its development of their individual pages as the term and year progresses. Many of them have a well-developed understanding of its use and can share this knowledge with you (if you didn’t already experience this last year). This Ed studio will be a joint environment with 2A and 2/3. The main purpose of its use is for the provision and access of homework, resources, activities and information pertinent to the curriculum. This newsletter will be added to our Ed studio so that students can access the links electronically. The school newsletter will also be added. Details of how to access this studio will be sent home with students.
Bug Club www.bugclub.com.au (reading scheme) and Study Ladder (covers all curriculum areas) www.studyladder.com.au are extras that students can work on for homework. Students have their own passwords and can continue to access these sites during the holidays.

Fun resources
http://www.bbc.co.uk/schools/spellits/index.shtml
http://www.bbc.co.uk/schools/typing/
http://primarygamesarena.com/Dance-Mat-Typing2012 - touch typing skills
http://education.qld.gov.au/learningplace/ - access to the learning place for the Year 2 2014 Ed studio

Home-reading: Home readers will be sent home on Mondays to be kept until the following Monday. Home readers are familiar texts to enable students to build fluency. It helps if texts are read over and over again. Of course, students may also read their own books, library books and they have access to Book Club books. It is believed that one of the most important things about home reading is how parents read with children. It’s the interaction between the parent and the child that makes a difference. Knowing where and when to interrupt and assist is important. It may only be for 10-20 minutes each night, but it’s this 10-20 minutes that exposes a child to new words, new word knowledge and thus a deeper appreciation for reading. Reading to a child is just as important!

The first school newsletter of the year (14th February) shares comprehensive information and tips about home reading. Please read!

Parade is every Monday at 2:30pm
For 2B:
P.E and Music are on Mondays. The students’ ICT lesson with Mrs Reese is on Fridays. Library borrowing is on Fridays. Please ensure books are returned weekly and students have library bags if they wish to borrow.
Please don’t forget to pack a healthy snack, water bottle and hat daily for your child.

DATES TO REMEMBER:
• National Anti Bullying Day on March 21. Children will be invited to wear orange.
• Whole school Celebration of Learning- Ausdance Thursday April 3
• Year 2 History excursion to the Beenleigh Historical Village and Museum- date To Be Confirmed
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe

I look forward to working with you.

Please feel free to contact me if you have any questions or concerns.

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