Carbrook State School P-7

Academic Program Term 1, 2014

Class 2/3

Year 2

Mrs Angela Jefferies

511 Beenleigh-Redland Bay Road, Carbrook, Qld 4130

Phone (07) 3209 0888  Fax (07) 3209 0800

Principal: Mrs Kim Egan

Email: the.principal@carbrookss.eq.edu.au

Website: www.carbrookss.eq.edu.au
The English program consists of two units each term.

In **Unit 1**, students read, view and analyse digital and written persuasive texts. Persuasive writing helps students formulate specific reasons for their opinions, and provides an opportunity to research facts related to their opinions. As students develop an understanding of how writing can influence or change another's thoughts or actions, they can begin to understand the persuasive nature of the marketing they are exposed to through television, the Internet, and other media.

Their assessment sees the class creating a series of short, persuasive texts.

**Unit 2**, Investigating characters
In this unit students listen to, view and read a short narrative, *(Mr Grim's Tower)*, a digital story *(Charlie Pasta, Cook Master)* and a simple chapter book *(Matty Forever)* to explore how writers use descriptive language to create characters.

As a monitoring task, they complete a reading log with analysis of characters in the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on themes and characters in the novel studied.

Students are also incidentally and informally assessed throughout both units during the term. This will occur during regular reading and comprehension activities, small group/one-to-one teacher-student conferencing and feedback opportunities where misconceptions and difficulties are addressed.

**Websites to visit for prior and continued learning**

- http://www.readwritethink.org/classroom-resources/student-interactives/persuasion30034.html

- http://www.bbc.co.uk/skillswise/topic/past-present-or-future-tense/

- read/expose child to **Matty Forever by Elizabeth Forsham** and/or **The BFG by Roald Dahl**

**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

**Reading**

It is an expectation that students are reading each night as part of their homework. If your child reading to you is difficult to encourage, try:

-you reading to them and giving you feedback on your reading

-they record themselves on an iPad/iPod and play back to listen to themselves read and critique

-using **Bug Club** which is a colourful, interactive and versatile reading tool that accommodates any child’s reading mood or behaviour. They can choose to have a book read to them or read the book themselves. A series of questions follow each book.

Students will continue to build their reading stamina (independent reading time) across the term and reflect on the strategies they have and have not used when reading. Students have begun to embark on a new journey of comprehension in texts and forms of print with **inferring**. Students are carrying around an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in able to make inferences and draw conclusions from questions and information that is not directly and literally in front of them. **Encouraging your child after reading or viewing images and advertisements to make an inference is of extreme importance**. We encourage you to expose your children to a variety of multimedia and books to provide them with the knowledge they need to tackle future unknown topics in their reading and real world experiences. We endeavour for children to make and see connections between real life and school and view school as a means for becoming more worldly, not just a place where reading, writing and arithmetic is at the forefront.
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.

Monitoring task
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 everyday 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'
See the following websites for fun maths activities.

[www.mathisfun.com](http://www.mathisfun.com)
[http://www.coolmath-games.com](http://www.coolmath-games.com)
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 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.**

**2/3 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.

---

**Home-reading:** Home readers will be sent home every day. 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

**P.E and Music** are on Tuesdays.

The students’ ICT lesson with Mrs Reese is on Fridays.

**Library** borrowing is on Thursdays. 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- **Audsance** 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

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

ajeff59@eq.edu.au