1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

(1) Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

(2) Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

(3) We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

Vision/Mission Statement

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview

Year 2

The following is a brief summary of the topics children in Year 2 will be learning about this term. Topics will not necessarily be taught in the order given below.

Religious Education
Students will be invited to further explore the dynamics and challenges of friendship. Through Scripture stories, students will become familiar with Jesus’ example of love and friendship and identify how they might imitate him. Students will name the qualities of a good friend and identify words and actions which model the characteristics of friendship. Students will be expected to recall Scripture stories which reveal the qualities of Jesus’ friendship. Students will begin to appreciate that when they care for others they are reflecting and responding to the love of Jesus. Students will begin to explore the importance of forgiving and being forgiven.

During the Lenten Season, students will be given a variety of experiences of both formal and informal prayer settings. They will be encouraged to appreciate the value of silence in prayer, providing the students with opportunities to look for, know and find God within themselves. Highlighted is Lenten prayer; expressing sorrow for any ways in which we have failed to be all that we can be in our relationship with God and others. Students are encouraged to reflect upon Jesus’ prayer to the Father in the Garden of Gethsemane. They examine the prayerful aspect of Holy Week, focusing on the example of Jesus who was able to talk with God his Father about his feelings, fears and problems. Students will be given opportunities to explore and build upon their learning. Students will explore the themes of Lent and Easter in a creative and integrated way. Through participation and involvement in the module as well as in whole school Lent and Easter activities and celebrations, students will gain an awareness of the stories, actions and symbols of Lent and Easter.

English

Reading and Viewing
Read a variety of texts with growing independence
Use comprehension strategies to build literal and inferred meaning
Discuss and compare characters, events and settings in and between texts
Recognise the purpose and audience of texts
Sequence a summary of events and identify key facts.

Grammar and Punctuation
Common and proper nouns, simple and compound sentences, verbs
Capital letters, full stops, question marks.

Writing and Representing
Plan, draft and publish informative texts.

Spelling
Common vowel digraphs – for example, ai and ay
Long vowel sounds

Speaking and Listening
Engage in conversations and whole class discussions, using active listening behaviours, contributing ideas, gathering information and asking questions.
Mathematics
Count forwards and backwards by twos, threes, fives and tens from any 2-digit starting point and some 3-digit starting points (55, 57, 59, 61, 63.../235, 230, 225, 220, 215... etc.)
Use place value to break apart numbers up to 999 (274 is 2 hundreds, 7 tens and 4 ones)
Read, write and order three-digit numbers
Solve patterns with numbers (3, 6, 9, 12 is going up by 3) and identify missing elements (what number is missing: 3, 5, 7, ?, 11)
Record lengths when measuring using informal units (the bookcase is 12 hands long, the door is 31 pieces of lego wide)
Order objects (longest/shortest) based on length measured
Use metres (m) and centimetres (cm) to measure and estimate lengths and distances
Use informal units to measure the weight (mass) of objects.

History/HSIE
Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved. Students identify and describe significant people, events, places and sites in their local community over time. They examine the impact of technology on their daily lives and demonstrate developing historical inquiry and communication.

Science and Technology
The world is teeming with animal life. Even the most unexpected places can host a diverse range of creatures. As humans, we share our wonderful planet with many other animals. Taking the time to really look at another species can provide a window into the similarities and differences among living beings, and can help us to appreciate how we are all part of a single, gloriously complex ecological system.

Creative Arts
Students will produce a variety of artworks using varied techniques and media. The art activities will be an introduction to colour, paper craft techniques and different artistic techniques as well as supporting our Science unit “Schoolyard Safari”.

PDH and PE
PE: Fine motor skills
Hop, side gallop, skip, overarm throw
PDH:
Identify ways they can communicate and care for others
Describe the characteristics that make them both similar and unique
Communicate appropriate in a variety of ways
Recall past experiences in making decisions
Develop positive relationships with peers and other people
Draw on past experiences to solve familiar problems.

Library
Year 2 will be reviewing our library routines and the importance of caring for books. Each week your child will borrow a book which needs to be returned the following week. We will be reading and responding to texts about family as part of our Premier’s Reading Challenge. Talk about your family members and who is who in your family over the next few weeks. ‘Cousins’ can sometimes be a tricky concept for young children. We will also discuss the concept of time in relation to past, present and future and what we can do to find out information about events, places and people in the past.

Teachers: Mrs Burns, Mrs Johnson, Mrs Hughes and Mrs Perell
“About My Child”

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child’s learning this year.

Child’s Name: ________________________________
Child’s Class: ________________________________

1. Hopes and expectations for my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Areas in which I feel my child needs further development:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Positive qualities I see in my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Special interests/abilities of my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Special circumstances/comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: ____________________________________(Parent/Guardian)