



Student Code of Conduct

*I Keep Safe
I Cooperate
I Accept
I Respect
I am Friendly*

Teachers

*Julia McKay
Tanya Sheppard
Kimi Hall
Sarah-Jane Brown
Sunny Wang
Monica Marsham (EC)
Chad Birks (LOTE)
Melanie Mengel (Library)*

Housekeeping

- *All students wear a hat when outdoors*
- *Absences require a note to the teacher*
- *Only water bottles during class time*
- *Mawson is a nut free school.*

**Environmental Studies –
Monday**

Library– Monday

LOTE – 2S Monday

**MIP – 2H Thursday
2M Friday**

Important Term Dates

**– Cross Country
Tuesday 7 May Week 2**

**- Reconciliation Day
Public Holiday
Monday 27 May Week 5**

**- Queen's Birthday Public
Holiday
Monday 10 June Week 9**

**- Christian Education
Monday 24 June Week 9**

**- Parent Teacher
Interviews
ALL WEEK 10**

**-2S's Assembly
Friday 21 June Week 8**

YEAR 2 OVERVIEW FOR TERM 2 2019

Welcome to Term 2!

Dear Parents and Carers,

This overview gives insight into the planned learning opportunities for Term 2 and an outline of the broad range of learning opportunities you can expect your child to experience. We are looking forward to continuing working in partnership with you to enhance your child's learning at Mawson Primary.

LITERACY PROGRAM

At Mawson Primary we have a strong focus on providing students with a balanced literacy program that inspires a love of learning through exposure to 'Quality Literature'. Each week students will be engaged in a range of learning experiences that will cater to their individual needs and instructional level.

READING AND VIEWING

Students will engage with a range of quality literature to provoke their thinking and connect their learning.

There will be an explicit focus on teaching 'Reading strategies' through the Reader's Workshop model where teachers support students to engage with texts by modelling and sharing reading. Students will engage in guided and independent reading at their instructional level.

Year Two students will:

- Read supportive texts using phrasing and fluency that reflects their understanding
- Use strategies to assist reading and comprehension such as inferring, determining importance, scanning, skimming, summarising and paraphrasing

Students across all classes will be taking part in targeted guided reading groups where they are provided with opportunities to develop their reading strategies and comprehension skills further.

WRITING AND SPELLING

Students will begin the term focusing on producing procedural texts such as recipes, Science experiments and instructions. The grammar focus for procedural texts will include present tenses, nouns, time conjunctions, adverbs, bossy verbs and compound sentence construction. Students will then move onto descriptive texts using the language of comparison (e.g. the largest, the smallest, the fastest), the language of generalisation (e.g. all, some, many, most) and factual adjectives describing the noun (e.g. broad paws, sharp teeth, strong jaws). Using this descriptive language students will focus on producing an information report using factual and precise adjectives, technical vocabulary, present tense and third person. Throughout the term students will have an under-riding focus on planning, drafting, proofreading, refining and editing their work.

SPEAKING AND LISTENING

Students will engage in authentic opportunities to talk in both formal and informal situations. Purposefully planned, practical activities, linked to writing text types and whole class activities, will act as a springboard to provoke speaking and listening.

Restorative Practice supports students to learn from their mistakes and reconcile and resolve problems with others.

Questioning protocol

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by what you did?*
- *In what way?*
- *What needs to happen to make things right?*

SCARF

Mawson Primary School's values are:

Safety

Cooperation

Acceptance

Respect

Friendliness

MATHS PROGRAM

This term students continue to develop their understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Students will continue to develop fluency and confidence in solving simple addition and subtraction problems using a range of efficient mental and written strategies.

At the beginning of the term, students will learn to describe and draw two-dimensional shapes. Students will then learn how to slide, flip and turn shapes with and without the aid of digital technologies.

The next topic of focus will be data collection, representation and interpretation. For this students will be using a range of strategies and techniques including lists, tables and picture graphs.

Students will finish off the term by learning to compare and order shapes and objects based on length, area, volume and capacity using formal and informal units.

Please remember students have access to Matific (www.matific.com) and are encouraged to access the content to help reinforce and practise concepts learnt at school.

INTEGRATED INQUIRY

Term 2 will see the completion of our "I belong, you belong" unit, where students are investigating:

- What makes me an individual and unique?
- How does belonging to groups affect our mindset?
- Why are places in our community special to different groups?

We will then be moving to our new unit "Push and Pull", where students will be:

- Investigating the push and pull movements of traditional Aboriginal and Torre Strait Islander children's toys
- Exploring ways that objects move on land, through water and in the air
- Exploring how different strengths of pushes and pulls affect the movement of objects
- Identifying toys from different cultures that use the forces of push or pull
- Considering the effects of objects being pulled towards the Earth
- Posing and responding to questions, and make predictions about familiar objects and events
- Exploring and answering questions
- Using informal measurements to collect and record observations, using digital technologies
- Comparing observations with those of others
- Representing and communicating observations and ideas in a variety of ways
- Suggesting how everyday items work, using knowledge of forces or materials

Students will be developing and using these skills to explore how push and pull forces can be applied to make an object move, in the context of spinning tops. They will be observing characteristics of successful spinners and notice how a force is applied to set them in motion or to make them stop. Students will use contemporary materials to replicate a miniature version of a spinning top, like those originally made by Aboriginal and Torres Strait Islander peoples. Through a process of trial and error, they will develop their understanding of the contributing factors and forces of spinning tops.

Students will continue to engage in games focusing on team building and group work, in addition to our whole school sport rotations where they are immersed in groups that encourage peer modelling and skill practice.

MIP PROGRAM

The Mandarin immersion program compliments the learning in all areas of the curriculum. Mandarin teachers work collaboratively with classroom teachers to ensure learning experiences are connected and relevant. The topics for term two are colours, food, shapes, and measurement.

Pinyin is the process of spelling out Chinese phrases with letters from the English alphabet. Students will participate in structured activities using teacher-modelled tones and rhythms. Learning sounds through singing and repetition in rhythms, gestures and action

activities will be the focus for this term. Sentence structure is another important area we will be focus on this term. A variety of art activities will be used to enhance overall learning.

MANDARIN LOTE

This term in Mandarin students will continue to build their general vocabulary as well as learn some simple characters. We will also explore Chinese as a distinctive system of writing and speaking from a historical and social perspective.

HOME LEARNING

Home Learning will incorporate daily home reading, Reading Eggs, and Matific online activities. Mini learning projects and activities will be provided to students, to consolidate and complement classroom learning.

Home reading books will be changed weekly; however, it can be changed more frequently to suit your child's mastery. We invite parents to volunteer for the home reading roster to listen to students read in classrooms and assist students to change their home reading books.