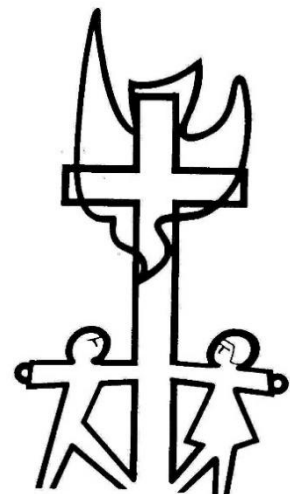




# Year 2 Curriculum Guide

# 2022



**OLIVET CHRISTIAN COLLEGE**

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# *ENGLISH*

## **Course Description**

Students understand that communication begins with God and we can share our ideas and thoughts with others through reading, writing and speaking. Students listen, read, respond to a variety of text types, and continue to develop the skills of decoding, fluency and comprehension. Utilising correct punctuation, grammar and language choices, they create different informative, persuasive and imaginative texts. Through speaking and listening students engage in whole class and group discussions. They listen and speak for particular purposes. They plan and deliver oral presentations.

## **Aims**

- To develop written and spoken language in order to communicate with God and others and learn to live God's way through reading the Bible
- To develop an understanding of how similar texts share similar characteristics and make connections between texts
- To continue to build on their fluency, accuracy and understanding of more complex texts
- To create a variety of imaginative, informative and persuasive texts using their knowledge of text structure, spelling and grammar, and show how images support meaning in a text
- To develop listening skills for different purposes, while also engaging and building on their conversation, interaction and presentation skills

## **Area of Study**

- Writing - variety of text types and genres
- Phonics and spelling
- Grammar - sentence structure, punctuation, vocabulary, parts of speech, and punctuation
- Handwriting
- Reading – fluency, phrasing, expression and comprehension
- Speaking and listening

## **Time Allocation**

- 15 sessions

# MATHS

## Course Description

Students focus on understanding, fluency, problem solving and reasoning in Mathematics to help them see the order and beauty of God's creation and God Himself. They continue to build their understanding of number knowledge and basic operations. They learn about the concepts of mass, length, area, time, volume and capacity using units of measurement. Students recognise and order shapes and objects according to their properties. They use simple maps and identify relative locations, and investigate the effect of simple transformations of slides, flips, half and quarter turns, both by hand and by using technology. Students collect and interpret data and explore the language used to describe chance.

## Aims

- To enable students to understand and apply mathematics through the order and beauty of God's creation
- To develop understanding in connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- To develop fluency in readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- To develop problem-solving in formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- To develop reasoning in using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data

## Area of Study

- Number and Algebra: Counting and skip counting to 100 (2s, 5s & 10s), Ordinal number, Place value, Addition to 20, Subtraction to 20, Multiplication, Division, Money, Fractions (half, quarter and eighths)
- Measurement and Geometry: Length, Capacity & Mass (informal and common units), Time (to the minute), Shapes (2D & 3D), Patterns, Space and Location
- Statistics and Probability: Chance, Questioning, Collecting, Organising and Representing Data, Presenting, Interpreting Data

## Time Allocation

- 5 sessions

# SCIENCE

## Course Description

In Science students explore a variety of topics that help them to develop essential knowledge, skills and attitudes such as curiosity, respect for God's creation and other people, and reflect on God's creation and purpose. They experiment with mixing different ingredients and learn to describe changes to objects and materials. They investigate forces and motion and describe how living things grow and change. They explore how to conserve Earth's resources in order to become good stewards of God's creation.

## Aims

- To explore how to become good stewards of God's creation
- To develop specific knowledge in the Biological, Physical, Chemical and Earth & Space Sciences
- To develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

## Area of Study

- Living Things – change and growth
- Force and Movement
- Material Properties and Change
- Earth's Resources

## Time Allocation

- 1 period per week

# HASS

## **Course Description**

Students focus on the past, present and the near future. They begin to look beyond their personal community and investigate distant places and people.

Students study different inquiry topics each term. In History, we focus on past and present. Students examine the past in their local communities. In Geography, they study where they are located and how they are represented on maps.

Students learn to research, question and analyse information. They draw simple conclusions and communicate their ideas.

## **Aims**

- Identify changes in their own lives
- Describe a person from their local community
- Describe features of familiar and special place
- Describe features and locate them on maps and models
- The connections between people in different places
- Identify and describe how special places can be cared for
- Share and compare observations with their peers

## **Topics**

- History - Past & Present, Community in the Past, Technology in the Past
- Geography - Features of places, Caring for Places, Connections to Places

## **Time Allocation**

- 2 periods per week

## **Assessment**

- Learning Journal

# VISUAL ART

## Course Description

From Foundation to Year 2 in Visual Arts, students undertake units of work that introduce the Art Elements of Design. They investigate how various line types can express effects such as types of movement in artworks. Students explore subject matter that may include seascapes and streetscapes, letterform design and automatic drawing of shapes using graphite and coloured pencils and felt-tip markers as the media. They progress to painting with watercolours and may at times combine this with oil pastel resist techniques. Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

## Aims

- Have opportunities to explore a variety of art media and develop their skills
- Develop fine motor skills
- Learn to communicate basic ideas through visual representations
- Develop thinking skills as they seek to improve their work practices
- Understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- Recognise and develop their own God-given ability to be creative

## Topics

- Letterform name design and automatic drawing of shapes
- Visualisation Drawing
- Watercolour Painting
- Oil pastel resist

## Time Allocation

- 1 period per week

## Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work

# MUSIC

## Course Description

Students further explore sounds as they learn to listen to and make music. They complete basic music notations and explore the values of different notes and rests. Students listen to music from the past and discuss what makes this music unique to its time. They sing a repertoire of songs with their peers and engage in a variety of different learning activities and games. Students explore different musical instruments and consider their visual features, unique sound and techniques for playing them.

## Aims

- Communicate about the music they listen to, make and perform
- Consider where and why people make music
- Compose and perform music
- Demonstrate aural skills by staying in tune and keeping in time when they sing and play
- Identify crotchets and quavers
- Identify simple time signatures

## Topics

- Singing
- Beat
- Rhythm
- Notes and Rests (crotchet and quaver)
- Time Signature (2/4 and 3/4)
- Music Appreciation
- Form
- Baroque Period
- Music Composition
- Instruments

## Time Allocation

- 1 period per week

## Assessment

- Participation
- Classroom activities
- Performance (singing and playing)
- Topic quizzes



# *LOTE - AUSLAN*

## **Course Description**

Students entering the early years of schooling are given the opportunity to learn a language other than English (LOTE). At Olivet Christian College, the chosen language is Australian Sign Language (Auslan). As students progress through Foundation to Year 2, students learn to interact with each other, and with teachers, about themselves, their families, and their immediate environment. In class, students follow visual instructions to complete specific tasks, and to participate in action-based signing games. Students also learn the Auslan alphabet to the point where they are able to sign and recognize their own name, and learn signs relating to familiar topics. Culturally appropriate protocols, such as gaining attention and maintaining eye contact are also taught and reinforced during each class.

## **Aims**

- To introduce the students to the nature of visual communication.
- To lay a foundation for the use of Auslan during familiar classroom routines
- To express feelings such as like or dislike
- To identify information such as size and shape in signed texts
- To understand that Auslan is a real language used by the Australian Deaf community

## **Topics**

- Greetings
- Iconic signs
- Sport
- Food
- Classroom items
- Auslan alphabet
- Counting in Auslan

## **Time Allocation**

- 1 period per week

## **Assessment**

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions

Formative assessment and observation

# HEALTH

## Course Description

The course for Year 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health and safety. The course enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The course explores health messages and how they relate to health decisions and behaviours.

## Aims

- To develop an appreciation of the marvellous bodies that God has created as our abode
- To develop a healthy lifestyle
- To contribute to a healthy lifestyle both as individuals and as a group
- To learn to make wise choices with our health and lifestyle

## Topics

Topics for the year F-2 course include:

Bities Road Safety Hot & Cold Weather Time to Eat We Are All Different The Aged Outdoors Bike Safety Water Safety 1 Bushfires SunSmart Oral Health	Keep It Clean Accidents How do you Feel? Important People Helping at Home Food and Water Healthy Food I'm Healthy Germs Fire Safety This is Me Water Safety 2
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## Time Allocation

- 1 period per week

## Assessment

- General observation of completed tasks
- Involvement in discussions

Attitudes displayed during class

# *PHYSICAL EDUCATION*

## **Course Description**

Students develop an awareness that their identity is found in God, and they are children of God. The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. Students explore their sense of self and the factors that contribute to and influence their identities. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and teams. Students explore simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities and develop personal and social skills such as cooperation, decision-making, problem solving and persistence during movement activities.

## **Aims**

- To develop an awareness that attitudes, behaviour and taking care of our bodies brings glory to God
- To develop an understanding of how to build positive relationships in different contexts
- To engage in regular movement based learning to further develop fundamental motor skills
- To develop co-operative and team work skills in a variety of simple game situations
- To develop an interest and enjoyment in maintaining our physical health and fitness

## **Area of Study**

- Fundamental Motor Skills - Dribble, catch, throw, strike, serve
- Athletics
- Health
- Dance
- Fitness Training
- Gymnastics
- Minor Games
- Major Games basic skills

## **Time Allocation**

- 4 sessions

# *DIGITAL TECHNOLOGY*