



St Hilda's School

A Journey through Year 2



Teachers

The Form Teachers for Year Two are:
Mrs Stacey Curtin, Mrs Nina Lee and Ms Kym Rankin

The following staff will be teaching:

- Mrs Ingrid McIlwraith – Religious Education
- Mrs Sally Nind – Drama (Semester 1 only)
- Mrs Roanne Dwyer - H.P.E.
- Mrs Veronique Ganet - French
- Mrs Cherie Ishiyama- Music
- Ms Karen Raison– Art
- Mrs Jo Grimmer- Library
- Mrs Kate Kefford – 2R Technology
- Mrs Ali Wood – Year 2 Literacy and Numeracy support and 2L Science



Daily Matters

- Drop off and pick ups
 - Two locations for pick up – classroom or P-2 pick up.
 - Please be aware that girls will be getting changed in the classroom after school.
 - Teachers on duty in the Prep -1 playground from 8am.
- Please update Parent Lounge with any contact details, medical information or any other relevant information.
- Food items – please ensure the girls have enough food for their growing bodies. Sometimes the girls eat everything in their lunchboxes at morning tea!
- Girls will need their red play hat each day.



Sight Words

- We use a sight word program called Magic Words.
- These 200 words make up the most common words in English and are the most important words when learning to read.
- Learning sight words improves reading, increases fluency and develops comprehension.
- Magic words form part of the Year 2 homework.



Communication

- Diary is the main form of communication. However, if you have last minute change of plans to pick up arrangements etc. please call or email Junior Reception. Form teachers may not check their emails before the end of the day.
- Seesaw is a digital portfolio tool. We will be using Seesaw for three main reasons:
 - Communication tool with parents
 - Giving feedback to the students
 - Allowing the girls to evaluate their own work
 - You can only see your daughter's work unless the teacher has tagged more than one student in the post
 - You can give feedback and encouragement to your daughter through Seesaw



Special Events

Events include:

- Book Week
- Sports Carnivals
- Mother/Grandmother/Daughter Day
- Open Day
- Fete
- Father/Grandfather/Daughter Breakfast
- Speech Day
- Excursion to Wolston House and Hinze Dam
- Incursions such as Fire Department and Life Education



Homework

Homework Guidelines

At St Hilda's School, we regard homework as an opportunity for families to discuss learning activities and help students to develop good study habits. Homework, whilst highly valued, is always at the discretion of the parent, so is a non-compulsory part of your child's learning journey. Sometimes additional extra-curricular activities might take priority.

In **Year 2**, it is encouraged that students spend 10 minutes on their homework every night. Over the week students could be engaged in the following activities:

Home reading: Every night (either you reading to your child or the sharing of a book)

Reading activity: Choose an activity from the grid to complete each week

Optional activity ideas:

Follow a recipe to create a yummy dish

Creating shopping lists

Write an email to a family member

Counting in 2s, 5s and 10s

Mathletics

Wushka






To allow flexibility with busy schedules, students will have a full week to complete their homework. Homework will be sent home on Friday and brought back to school on Thursday. We find little and often is much more productive for younger students. Please see your child's teacher if you have any questions.



Wushka

- Wushka is an online reading program.
- The girls will receive their user names and passwords. These will be glued into the front of their diaries.
- We will be using Wushka in the classroom and to support home reading.
- The girls will be allocated certain texts that they can read.
- The girls can log on anywhere they have a device and internet access.



	<p>Choose someone in your family and ask them 5 questions about their life.</p>	<p>Create some questions for a character from the book you are reading.</p>	<p>Pick a word from the book you are reading and create an acrostic poem.</p>	<p>Pick a country competing in the Commonwealth Games and find 2 new facts about it.</p>	
<p>Choose a character that you have a connection with and describe how you and this character are similar.</p>	<div style="text-align: center;"> <h1>Year 2</h1> <h2>Term 1</h2> <h1>Reading Activity Grid</h1>  </div> <div style="border: 1px dashed black; padding: 10px; transform: rotate(-15deg); display: inline-block;"> <p>Choose one activity a week and date or colour the box when you have had a go. Activities can be done in any order!</p> </div>				<p>Find a book or website on water conservation. Create an A4 poster about using water responsibly.</p>
<p>From a book of your choice, draw pictures showing the beginning, middle and end. Add a sentence to match each picture.</p>					<p>Find a poem you like, glue or copy the poem into your book. Draw a picture showing what you see in your head when you read the poem.</p>
	<p>Retell the events of the book you are reading in your own words.</p>	<p>Find 3 interesting words from the book you are reading and explain what they mean.</p>	<p>Find 5 adjectives from the book you are reading and write them down. Can you put one of them into a sentence?</p>	<p>Look at the front cover of the book you are reading and predict what the story will be about.</p>	<p>START your reading adventure.</p> 

Curriculum

Curriculum and Assessment Overview – Year Two (2018)

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Unit Overview	Poetry and stories of friends and families	Identifying stereotypes	Exploring procedural and informative texts	Narratives
	Assessment	Oral: Create, present and explain an imaginative reconstruction of a poem Written: Imaginative retell	Comprehension: Respond to an oral reading of a story Written: Alternative character description	Comprehension: Literal and inferential meaning Written: Create an informative text about chickens	Comprehension: Interview (literal and inferred meaning) Written: Write an imaginative event to add to a narrative
Maths	Unit Overview	Number, addition, subtraction, patterns, length, time, data and money.	Number, addition, subtraction, multiplication, division, patterns, fractions, area, length, mass, location and direction, shapes and objects and time.	Number, addition, subtraction, fractions, money, multiplication, division,	Number, addition, subtraction, multiplication, division, patterns, volume, capacity, chance, time and data (revision).
	Assessment	N&A: Adding and subtraction numbers S&P: In the toy shop window	N&A: Addition and subtraction M&G: Compare them! Order Them! (length and 3D shapes)	N&A: Secret number (3 digit numbers) M&G: Money and calendars	N&A: Solving number problems S&P: Chance and location
Science	Unit Overview	Save planet Earth (Earth's resources)	Toy factory (forces)	Good to grow! (living things and life stages)	Mix, make and use (materials and their properties)
	Assessment	Report: Earth's resources	Project: Toy design	Project: How does it grow?	Investigation and scientific report: Combining materials for a purpose
HASS	Unit Overview	Geography: How are people and places connected?	History: Exploring my local community	Geography: What is the story of your place?	History: Exploring the impact of changing technology on people's lives
	Assessment	Guided research: Written	Research: Oral report	Multimodal presentation: My country	Collection of work: Changing technology
Tech	Unit Overview	Digital: Mini data heads	Design: Spin It! (Links to Science)	Digital: Robotics – Lego we do (The Coding Institute)	Design: Box Construction/Purposeful Play
	Assessment	Project: Ways to present data	Project: Design and make a toy	Short answer response: How to code a MiP Sharing and caring online (Seesaw)	Formative: Observations during purposeful play

How can you help?

- Read to and with your child. Discuss the texts that are being read.
- Discuss new and interesting words that come up in books, conversations etc.
- Play mental maths games e.g. with cards, dice, in the car etc.
- Talk with your daughter; follow a recipe together, discuss current events, find interesting signs while driving, etc. These discussions help build important oral language skills.
- Physical activities; ride a bike, do cartwheels, skipping. Have fun! 😊
- Discuss any concerns you have with us. We are here to help.



SHE
BELIEVED
SHE COULD
AND SO
SHE DID.

Thank you for joining us today, we hope you found it useful!

Please remember to come and see us if you have any concerns or questions.



JUNIOR SCHOOL SPORT

The Junior School Sport and Andrews Cup Co-ordinator is Mr Brad Moore.

INTER HOUSE SPORT INFORMATION

Inter-House Carnivals are for girls in Years 2-6

Swimming (Term 1)

Cross Country (Term 1)

Athletics (Term 2)

Girls in Prep-Year 1 also have a modified athletics carnival in Term 3.

ANDREWS CUP SPORT INFORMATION

St Hilda's is one of ten schools that make up the Andrews Cup Association and we are one of the largest schools in the association with a very successful record.

Students in Years 4 to 6 can compete in up to nine sports including: Swimming, Touch, Tennis, Cross Country, Athletics, Netball, Softball, Basketball and Gymnastics.

Students in Years 2 & 3 are able to participate in the core sports: Swimming, Athletics and Cross Country.

All Andrews Cup Sports will hold trials for girls to attend in order to determine selection for teams. Girls will then be required to attend scheduled training sessions either before or after school.

Please note: If girls have clashes with sports training and other co-curricular activities at school such as music, arrangements can be made to accommodate both by notifying Mr Brad Moore.

PRIMARY SPORTS REPRESENTATION

In addition to the school sports programs, St Hilda's provides information about District, State and National trials for the core sports of swimming, cross country and athletics as well as team sports.

A minimum skill level (as per competition rules) is required to enter these trials.

COMMUNITY SPORTS PROGRAMS

External sport providers come in to the school at various times throughout the year to offer their programs. Costs are involved for these programs and are paid directly to those organisations.

AFL AUSKICK

Total Football Academy (Soccer)

Gecko Sports (Fitness)

RDK Sports

NETSETGO (Years 1 & 2) is a St Hilda's run program in Term 2.

INFORMATION FOR ALL SPORTS

Information regarding all Junior School Sports can be found on the school website.

In the lead up to sports commencing throughout the year details will be emailed on parent correspondence and uploaded on the St Hilda's School App (**Please download this app**)

Invitations to participate in events will also be emailed on Parent Lounge with Terms & Conditions to be accepted before any student can participate in the activity.

At any stage if you have any questions or concerns regarding Junior School Sport please do not hesitate to email Mr Brad Moore: bmoore@sthildas.qld.edu.au

Year 2 French overview for 2018:

Learning French in a weekly lesson for Years Two typically focuses on the students' immediate world of family, home, pets, school, friends and neighbourhood.

French is used in purposeful classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language.

Oral language is developed through listening to the sounds, shapes and patterns of the French language whilst being provided with learning activities such as rhymes, songs, clapping and action games and through imitating and repeating sounds modelled by the teacher and other aural texts.

Working on our AIM play later in the year (the AIM Program- program based on the presentation of high frequency vocabulary through gestures, set in a story/play) provides opportunities for exploring spoken languages as actors and with puppets and for comprehending the language in listening and comprehending activities.

Through a variety of learning experiences students become familiar with the sound systems of the French language, noticing similarities and differences between French and English and developing an awareness and appreciation of French culture, icons and daily life in France.

Students are supported via the provision of meaningful experiences that are challenging but achievable, with support and scaffolding. They are encouraged to use French whenever possible, with English used as a medium of instruction so that differences and similarities between the two languages can be noted. This helps to promote and develop the ability to consider different perspectives and ways of being.

Topics:

Term 1:

Oral language development through listening to the sounds, shapes and patterns of the French language

Weather vocabulary

French conversation:

- Greetings
- Asking name
- Age
- Address
- Family
- Pets

Term 2:

Presenting, questioning and responding in French to student-devised imaginary weather charts.

Numbers 0/20

Introducing school friends

Term 3:

Speaking, reading, listening and writing activities using AIM (Accelerated Integrated Methodology)

Programme Play "*Petite Pauline*", with related vocabulary, language constructions, songs, puppets and work book exercises

Using puppets and students in role to enact the AIM Programme Play "*Petite Pauline*"

Term 4:

Speaking, reading, listening and writing activities using AIM (Accelerated Integrated Methodology)

Programme Play "*Petite Pauline*", with related vocabulary, language constructions, songs, puppets and work book exercises

Activities about Christmas in France

Visual and Media Arts

This year we will be incorporating Media Arts into our Creative Arts curriculum at St Hilda's. Students will now learn Visual and Media Arts in their specialist art lesson once per week for the entire year.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In Year 2 we will begin the year with a unit 'Superheroes' in which we will be creating a mixed media portrait as well as a digital superhero picture.

Year 2 Drama

In 2018, students will study Drama in Semester 1.

They will acquire and develop skills in forming, presenting and responding, and continue to learn In, Through and About Drama.

IN Drama... the students learn many important skills such as working together co-operatively in large and small group situations, sharing ideas and listening to the contributions of others. They develop empathy by learning to respect and support other peoples' ideas, express and contribute their own ideas and develop confidence when presenting these to the class... all whilst working towards a common goal.

THROUGH Drama... topics and themes being undertaken in the Core subjects may be explored in our lessons. This helps to enhance the students' learning, assisting them in making connections so that their class work makes more sense and has more meaning.

ABOUT Drama... the students learn about and develop acting and presentation skills such as using their voices and bodies expressively. We explore "stepping into someone else's shoes" by taking on roles and playing different characters. In many of the activities the power is handed over to the students, rather than being teacher directed, allowing them to use their imagination and experiences to consider situations from another's viewpoint or perspective.

Our weekly lessons take place in the Caedmon Centre and this creative space without desks provides a wonderful avenue for self-expression, awareness of others and the development of each student and her skills.

We are looking forward to a great semester of learning and fun in Drama!

MUSIC

Year 2-3 Choir is on every Thursday afternoon open to all students in years 2 and 3 and commences this Thursday 3:30-4:15 in the Caedmon Centre. Mrs. Ishiyama will be leading it with Mr. Ham accompanying on piano. The choir will perform at various events throughout the year including Gala Concert, Gold Coast Eisteddfod and the Mother/Grandmother Morning. Great for your daughter's musical development, builds skills and confidence and social relationships.

Core Content and Assessment Overview Music

Unit Overview	Rhythms, Raps and Rhymes
Duration	8 weeks
Summative/Formative Assessment	Week 3: Composing Week 8: Responding
Vocabulary	Beat, Rhythm, Form, Dynamics, Pitch, Tempo Melody
Content Descriptors	<p>Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080 - Scootle)</p> <p>Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081 - Scootle)</p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083 - Scootle)</p>