



## YEAR TWO INFORMATION

"LEARNING IS A LIFELONG VENTURE THAT HAPPENS EACH MOMENT OF EACH DAY IN MANY WAYS" ROBERT BRAULT.

### OUR AIM

- To instill a lifelong love of learning in boys through innovative and exciting learning opportunities.
- To create safe and engaging environments where learning risks are encouraged and mistakes are seen as a positive learning experience.
- To focus on individual needs in order to create a feeling of positive self-worth in each boy.
- To develop a growth mindset where students who have not yet achieved a goal believe they still will.
- To have a positive approach to all boys, their abilities and the work they produce.

### OUR TEAM

Liam Flanagan	Director of Early Learning	<a href="mailto:flanaganl@knox.nsw.edu.au">flanaganl@knox.nsw.edu.au</a>
Sarah Beaumont-Jones	Team Leader & 2B Classroom Teacher	<a href="mailto:beaumontjs@knox.nsw.edu.au">beaumontjs@knox.nsw.edu.au</a>
Luisa Felizzi	2F Classroom Teacher	<a href="mailto:felizzil@knox.nsw.edu.au">felizzil@knox.nsw.edu.au</a>
Nathan Russell	2R Classroom Teacher	<a href="mailto:russelln@knox.nsw.edu.au">russelln@knox.nsw.edu.au</a>
Nerida Greville	Learning Enhancement Teacher	<a href="mailto:ngreville@knox.nsw.edu.au">ngreville@knox.nsw.edu.au</a>
Georgie Ridehalgh	Learning Enhancement Teacher	<a href="mailto:gridehalgh@knox.nsw.edu.au">gridehalgh@knox.nsw.edu.au</a>

### KEY LEARNING AREAS

A brief overview of the content to be covered in English, Mathematics and Knoxigations will be provided at the beginning of each new Knoxigations unit. This overview along with all letters, pertinent information, notices and important dates can be found in the weekly Prep Magpie articles. This will be our main source of parent communication. All curriculum documentation will then be placed on the Year Two portal page.

### MATHEMATICS

Mathematics in Year Two is developed in the areas of Number & Algebra, Measurement & Geometry and Statistics & Probability with Working Mathematically integrated across the three strands.

We promote a personalised learning approach in the instruction of Mathematics and as such the grouping of students will be fluid and based on a pre-determined starting point for each mathematical concept. It is common for there to be various movements across the Maths classes throughout the year.

This starting point is established using a range of data, including the MAP Growth Assessment Tool. Within these groupings, students will have the opportunity to learn in an environment that best suits their needs and strengths,

At times, your son may have an overall RIT score higher or lower than other students in other classes. We do not refer to the overall score, rather we concentrate on the content area to help establish groupings. If you have any questions please do not hesitate to contact the Director of Teaching & Learning K-6, Mrs Tammy Paterson on [paterson.t@knox.nsw.edu.au](mailto:paterson.t@knox.nsw.edu.au) or the Year Two Team Leader, Miss Sarah Beaumont-Jones on [beaumont.s@knox.nsw.edu.au](mailto:beaumont.s@knox.nsw.edu.au).

**Matific:** Username and login details have been provided to your son and have been glued into his diary. We will be using this tool at home and at school to extend your son's learning.

## ENGLISH

The core focus of the English syllabus is making meaning through language. In Year Two, students will develop their proficiency in communicating through speaking, reading, writing, viewing and representing. Our English is closely linked to our Knoxigations units.

In English, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate with a range of audiences for different purposes. They learn to read for information and pleasure with students gaining a sound grasp of language structures, punctuation, spelling and grammar. They also learn to think in ways that are imaginative, creative and critical.

**Home Reading:** Information regarding the reading at home program was sent home last week in your son's Home Reading Pouch. It is important that this information is read carefully and shared with all caregivers who may be reading with your son. Please keep in mind, reading at home should be at a level appropriate for your son and we encourage you to discuss the texts being read to assist in the development of key comprehension strategies.

A reminder that Home Readers are to be changed each Tuesday and Thursday.

**Reading Eggs:** Username and login details have been provided to your son and have been glued into his diary. We will be using this tool at home and at school to support individual development.

## 2021 PREMIER'S READING CHALLENGE

We encourage all boys in Years K-6 to participate in the 2021 Premier's Reading Challenge. More information will be available in the Prep Magpie and on the Knox Portal in late March.

## TECHNOLOGY

Our students benefit from the creative and authentic use of technology which is integrated purposefully to our programs and activities. Safe use of technology is always a focus. Boys have had the technology guidelines explicitly explained and the consequences of unsafe use are outlined. Each fortnight students will be immersed in technology sessions with the Knox ICT Integrators, Mr Ian Fairhurst, Mr Angus Fabian and Mr Jason Milner. These sessions will focus on developing key technology skills in students including how to navigate various platforms and use these to represent their work. ScopeIT sessions will take place every other fortnight where students will learn the foundations of learning to code and apply these to our Knoxigations investigations.

## KNOXIGATIONS

Knoxigations integrates all the elements of the NSW Curriculum. Students will engage in Kath Murdoch's Inquiry Learning Cycle to discover information about the world around them. Throughout the year each student will explore five domains:

### **Stories of the World and its People (Term 1 Week 1 – Term 1 Week 8)**

Students travel through time to uncover the stories of people, past and present - personal histories; journeys undertaken and their impact; rich histories and traditions of cultures and civilisations; connecting the past to the present; inquiring into the interconnectedness of the people of the world; examining multiple expressions of creativity and applying these to new contexts.

**Year Two Big Idea:** *Stories of the Past Shape our Future*

**Focus of Inquiry:** *Story of Knox and how it has changed over time; innovation wrapped in tradition; how school and local historical sites have changed over time; ways they have stayed the same.*

**Concepts:** *Change, Tradition*

### **Interconnected Systems (Term 1 Week 9 – Term 2 Week 5)**

Students investigate the systems of the world – the interconnection of man-made and biological systems; organisational systems that enable societies to operate effectively; classification systems; systems of the living world; systems at home and on a global scale. They innovate creatively to devise solutions for these problems on a local, national and global scale.

**Year Two Big Idea:** *Ecosystems are Everywhere!*

**Focus of Inquiry:** *An investigation into features of ecosystems; ecosystems around the world, classification of flora and fauna; human impact on ecosystems and our responsibilities in protecting ecosystems.*

**Concepts:** *Connection, Responsibility*

### **Sustainable Solutions (Term 2 Week 6 – Term 3 Week 4)**

Students investigate their role in a sustainable future – a study of the complex issues we face, with a creative focus on solutions and an awareness of our rights and responsibilities as people of the earth.

**Year Two Big Idea:** *Rethink, Reduce, Reuse & Recycle for a sustainable future*

**Focus of Inquiry:** *An investigation into the importance of sustainable practices at home, at school and in the community; independent action to create change for the environment and future generations.*

**Concepts:** *Cause & Effect, Responsibility*

### **Tinkering Towards Tomorrow (Term 3 Week 5 – Term 4 Week 2)**

Students acquire knowledge and use this to construct new paradigms for innovative approaches to problems in our world. Using an interdisciplinary STEAM approach, students follow an iterative design process, using both digital and technical skills.

**Year Two Big Idea:** *Energy and forces are used to make products*

**Focus of Inquiry:** *An investigation into the use of forces and energy to design and make an inclusive arcade game; Rube Goldberg machines.*

**Concept:** *Form & function; Force & power*

### **Global Changemakers (Term 4 Week 3 – Term 4 Week 8)**

Students recognise the power they possess to lead change in the world by exploring future outcomes of their actions; investigating authentic scenarios where small changes at a local level create big impacts at a global level; acting with empathy and appreciating diversity and tolerance; creatively predicting the future by studying patterns of the past.

**Year Two Big Idea:** *With rights come responsibilities*

**Focus of Inquiry:** *An investigation into the rights of children, and the responsibilities that relate to each; learning how teams work and our individual role in making teams work.*

**Concepts:** *Responsibilities, Values*

## **CELEBRATIONS OF LEARNING**

We welcome you to join us in celebrating your son's learning. Please check the school Prep calendar for further details. These will also be mentioned in the Prep Magpie articles in the few weeks prior. We are hopeful of these being held on site, however these may be presented virtually if we are unable to have parents be present on the campus.

## **HOME LEARNING**

Home learning is based on a fortnightly 'grid' system. The theory behind this grid system is based around Dr Ian Lillico's philosophy which can be accessed at <http://www.boysforward.com.au/>. Dr Lillico believes that homework must be meaningful. He also stresses that many families in the modern age lead very hectic and busy lives, and that we need to acknowledge the broad range of activities students do out of school which promote healthy lifestyles and family relationships eg. karate lessons, reading to a parent. The purpose of Home Learning Grid is to:

- instil a positive approach and attitude to Home Learning.
- encourage 'real life' application of Home Learning through the involvement of family and every day events.
- assist student learning and the establishment of good Home Learning patterns from early primary school.
- provide opportunities for students to develop organisational and time management skills, self-discipline, personal responsibility for learning as well as skills in using resources accessible outside the School.
- increase parent awareness and opportunities for participation in their son's education.

Tasks to be completed weekly:

- Home Readers (changed on Tuesdays and Thursdays). Students will bring these home once they have the skills necessary to read independently.
- Matific tasks (set by Mathematics Teachers)

## SPECIALIST STAFF FOR YEAR TWO

PDHealth	Ms Bonnie McDonald	<a href="mailto:Mcdonaldb@knox.nsw.edu.au">Mcdonaldb@knox.nsw.edu.au</a>
PE practical	Mr Greg Scott	<a href="mailto:scottg@knox.nsw.edu.au">scottg@knox.nsw.edu.au</a>
Music	Ms Ali Irwin	<a href="mailto:irwina@knox.nsw.edu.au">irwina@knox.nsw.edu.au</a>
Visual Arts	Ms Marina Glascott	<a href="mailto:glascottm@knox.nsw.edu.au">glascottm@knox.nsw.edu.au</a>
Japanese	Mr Caleb Bova	<a href="mailto:novac@knox.nsw.edu.au">novac@knox.nsw.edu.au</a>
Library	Ms Emma Wood	<a href="mailto:woode@knox.nsw.edu.au">woode@knox.nsw.edu.au</a>
Wisdom, Life, Faith	Ms Cate Mitiku	<a href="mailto:mitikuc@knox.nsw.edu.au">mitikuc@knox.nsw.edu.au</a>

## BIRTHDAYS

We love to celebrate birthdays. If you are sending in small birthday treats we request that they are commercially packaged due to COVID health policies. Please be aware of the fact that there are students in our year with **severe anaphylactic reactions** to things such as peanuts and eggs so please check the contents of food packets. Party size bars or icy poles are an easy option. We also kindly request that no gifts be sent in for the other boys.

The Parent/Teacher relationship is incredibly important and we actively encourage open communication. Please know that we will always be in contact if we have any concerns in regard to your son's learning. Alternatively, if you ever have any queries please do not hesitate to make contact with your son's teacher.

Many thanks,

The Year Two Team