

# Term 1 Teaching and Learning



*Stage 1*

**Year 2 in 2/3M**

## **NSW Curriculum**

The NSW education system is reforming the curriculum which will be taught in all classrooms from Kindergarten to Year 12. This year, students in Years 1 and 2 have already been introduced to the refined learning outcomes, and this year will build on these knowledge and skills.

Our teaching and learning programs are designed with the needs of your child at the core. Programs are adapted to cater for the needs of each student in the class. We use a range of high-quality resources to deliver the teaching and learning. Please note that for Year 2 students in 2/3M, Stage 1 outcomes will be aligned to units of work across all Key Learning Areas.

The planned curriculum for this term is outlined below.

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## English

Year 2 Students in 2/3M will develop knowledge and skills in the following areas:

### Understanding and Responding to Literature

*Fantastic Mr Fox by Roald Dahl*

This text will focus on the concepts of narrative and characterisation. Students will analyse excerpts from the text, and explore the orientation, complication and resolution structure.

*Iceberg by Claire Saxby and Earth's Incredible Oceans by Jess French*

Students will investigate the similarities between the texts, recurring patterns in subject matter and textual structures.

In addition to these texts, students will develop knowledge and skills in:

### Oral Language and Communication

Students will focus on interacting for social and learning purposes, following agreed upon protocols. Listening actively for spoken information and valuing the contribution of others are also important learning goals.

### Reading Fluency

Students will practise using phonic knowledge to syllabify words to accurately read multisyllabic words. When reading selected text excerpts, students will also practise reading with appropriate emphasis, expression, intonation and pausing

### Reading Comprehension

When interacting with texts, students will make connections with the text and use key words to make visualisations. Monitoring comprehension when reading will be strengthened as well as thinking about how words are put together to help understand the definition of unfamiliar words.

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### Spelling

Students will segment words into syllables and sounds to spell. They will also identify the grammatical parts of words and how they affect the spelling . Please find attached target phonemes that will be addressed throughout the term.

### Vocabulary

Students will build their vocabulary knowledge through defining and analysing words, and working out how affixes change the meaning of base words.

### Creating Written Texts

Lessons will centre around using more complex punctuation, adjectives and adverbs to write a narrative with an orientation, complication and resolution structure. Students will also develop the skill of making deliberate language choices to fulfil the purpose and structure of a range of texts.

### Handwriting and Digital Transcription

Developing handwriting fluency and legibility will be focal points as well as using digital technologies to create texts.

### [Help with phonics](#)

Please refer to our *Instructional Sequence Table* for an overview of grapheme-phoneme correspondences (letter-sound combinations) for Term 1. Please be mindful that this overview is a guide only; teachers will be flexible in their approach to phonics as they respond to student needs.

Developing fine-motor control is also important in the early years of learning. Strengthening dexterity and hand-eye co-ordination enables students to build handwriting fluency and lessen the cognitive load needed to write and spell.

Being able to use digital technology in Stage 1 will also be a focus. Parent support would be appreciated in allowing students to practise logging on to their portal using a keyboard at home.

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## Mathematics

The Stage 1 and Stage 2 Syllabus documents outline content, knowledge and skills for students to work towards between Year 1 and the end of Year 4. Please note that for Year 2 students in 2/3M, Stage 1 learning outcomes will be aligned with Stage 2 scope and sequence of lessons.

With the implementation of the new curriculum, there is a strong theme of developing mathematical thinking. A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly
- Below is an overview of the focus areas for this term:
- Reading, representing and representing large numbers
- Using arrays and multiplication facts for 2,4,5, and 10
- Selecting strategies flexibly to solve addition and subtraction problems of up to 3 digits
- Modelling and representing unit fractions, and their multiples, to complete a whole on a number line
- Length: Measuring and comparing objects using metres, centimetres and millimetres
- Organising, displaying, and interpreting data using tables and graphs

## Science - with Mrs Kotevich

This term, Stage 1 students will investigate how plants and animals are used to satisfy our needs for food and fibre. The Living World strand will also develop students' understanding of how living things and their environment play a central role in the support for and survival of humans.

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## History - with Mrs Kotevich

In the Learning Sequence, Present and Past Family, students explore differences in family structures and roles today, and how these have changed or remained the same over time.

They will compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences. They will also discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources.

## Personal Development, Health and Physical Education

As part of building a safe, respectful and engaging school environment, personal development lessons will address how to get along with others in a kind and respectful way, and how to be responsible for their own, and others' health and safety.

Furthermore, they will learn about making healthy and safe decisions, and being physically active. During fitness and sport lessons, students will develop and perform fundamental movement skills where they will explore different approaches to moving their body to effectively participate in games.

## Creative and Performing Arts

This term will have a focus on visual arts where students will experiment with a range of materials, perspectives and skills to express themselves. They will also explore techniques used in our texts, Fantastic Mr Fox and Iceberg, and use them as inspiration for their own artworks.

## Homework

Regular home reading is highly beneficial for students. It allows your child to practise and further develop decoding, accuracy, smoothness, phrasing and expression. Your child's class teacher may recommend and assign specific texts to support reading

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fluency. Mathletics is offered by the school once again this year. Teachers will assign tasks based on content that has been introduced in class. We are currently in the process of setting up this program and will communicate with you once set-up has been completed. Another option for additional learning at home, is to review grapheme - phoneme-correspondences from the subsequent table, and practise saying, segmenting and writing words, or word building and syllabifying to spell. For additional ways to support your child, refer to the tips included in this newsletter and the following link.

[Primary school homework tips](#)

## Working Together to Support Your Child

As a school community, we value the relationship we have with our parents and carers. Together we will be better able to support the learning journey of our students. I welcome opportunities to partner with you and to discuss your child's learning throughout the year, and encourage you to contact me if you wish to discuss their progress and learning goals. There are many ways that Lugarno Public School communicates and partners with our school community, including:

parent/teacher interviews, face-to-face or online

email updates

review meetings

To answer questions or to discuss your child's learning, please contact the school:

 [lugarno-p.school@det.nsw.edu.au](mailto:lugarno-p.school@det.nsw.edu.au)

 9153 9843

I look forward to an amazing year of learning and growing together. As part of the Stage 1 and Stage 2 teams, we strive to uphold a continual positive approach to student wellbeing and progress.

Kind Regards,

Athina Malakonakis

## Year 2 Phonic Knowledge and Spelling

Phoneme	Grapheme	Sample Words
/ai/	<a>	basic, crayon(s), apron(s)
	<ey>	they, grey, prey, hey
	<ea>	great, break, steak(s)
	<ei>	veil, beige, vein(s)
	<eigh>	eight, eighteen, sleigh(s), weigh
	<aigh>	straight
/ee/	<e>	me, even, maybe, between, be/bee
	<e_e>	theme(s), compete, concrete, complete
	<ey>	key(s), donkey(s), chimney(s), monkey(s)
/ie/	<i>	child, wild, mild, pilot
	<igh>	high, sigh(ed)(s), thigh, light(ed)(s), bright, sight(ed)(s), flashlight, highway, moonlight
/oa/	<o>	go, so, post(ing)(ed)(s), both, host, potato, locate
	<oe>	toe, foe, doe, tiptoe(ing)(s)(d)
/ar/	<a>	bath, <b>grass</b> , fast, glass(es)

/or/	<ough>	fought, brought, thought
	<al>	walk, talk, chalk, stalk
/or/	<ar>	warm(er)(est), award, reward, warn(ing)(s)(ed), toward
/t/, /m/, /b/, /d/, /p/, /g/	<tt>, <mm>, <bb>, <dd>, <pp>, <gg>	butter, rabbit, rubber, mummy (mummies), ladder, daddy (daddies), pepper, butterfly (butterflies), happy/happier/happiest, baggy/baggier/baggiest, fog/foggier/foggiest, newsletter