## Year 2 Overview 2008

### English

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Reading and Viewing</th>
<th>Writing and Shaping</th>
</tr>
</thead>
<tbody>
<tr>
<td>When undertaking Speaking and Listening activities the students will develop effective communication skills that will enable them to develop relationships with peers and significant adults.</td>
<td>When Reading and Viewing the boys will be exposed to a variety of genres and complete a number of specific tasks relating to both reading and viewing.</td>
<td>Writing is an extremely important aspect of Literacy and English. The boys will develop the necessary skills to compose and edit text in a number of different genres.</td>
</tr>
</tbody>
</table>
| Students will be able to:  
- Share special events or objects from their experiences and environment.  
- Listen to stories and complete comprehension activities  
- Orally describe and recount situations and events  
- Recall stories and retell them to an audience  
- Participate in games and drama experiences  
- Wait his turn to speak in formal and informal situations  
- Use correct social content of language  
- Use appropriate tone of voice  
- Participate in buddies | Students will be able to:  
- Uses decoding strategies such as visual cues, prediction, rhyme and sounding out to self-correct  
- Recognise a range of cues such as sounding out, reading on and back, self correction and substitute familiar words to predict meaning in text  
- Read with fluency, pause at commas and stop at full stops. Through - Individual reading, small grouping and comprehension activities  
- Modelled reading experiences  
- Guided reading experiences  
- Shared reading experiences  
- Independent reading experiences | Students will be able to:  
- Write, draft, edit and publish a range of texts, including recounts, procedures, reports, poems, invitations, personal letters and narratives. Recognising the orientation, complication and resolution in both narrative and creative writing.  
- Punctuate sentences correctly using full stops, question mark, capital letters and capital letters for proper nouns  
- Proof reading and self editing using strategies of re-reading, adding words, deleting words, correcting punctuation and adding adjectives to clarify meaning  
- Genres - Narratives • Poems • Factual recounts • Report writing • Journaling • Labelling |
## Year 2 Overview 2008

**MATHEMATICS**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PATTERNS AND ALGEBRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued development and refinement of early mathematical skills that will form the foundation for each of the five key strands of this KLA.</td>
<td></td>
</tr>
</tbody>
</table>

The students will be able to complete:

- Mental arithmetic
- Place value activities
- Addition algorithms (2digit+2digit) - starting regrouping
- Subtraction algorithms (2digit – 2digit)
- Recognise numbers up to 100 and ordinal numbers
- Identify money - both coins and notes (rounding to the dollar)
- Addition of money - coins
- Subtraction of money - coins
- Grouping activities using multiplication

The students will be able to complete:

- Number patterns
- Colour patterns
- Shape patterns
- Counting patterns in ones, two’s, five’s and tens
- Word problems
### Year 2 Overview 2008

**MATHEMATICS**

<table>
<thead>
<tr>
<th><strong>MEASUREMENT</strong></th>
<th><strong>CHANCE AND DATA</strong></th>
<th><strong>SPACE</strong></th>
</tr>
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<tbody>
<tr>
<td>Continued development and refinement of early mathematical skills that will form the foundation for each of the five key strands of this KLA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students will be able to complete:

- Estimates, Measures and records in standard and non standard units – cm and m.
- Mass activities in non standard units – g and kg
- Time – o’clock, half past and quarter past.
- Days of the week, months of the year and seasons
- Can recognise lines of symmetry, flips, slides and turns

The students will be able to complete:

- Create Graphs of personal attributes
- Create Graphs of theme related topics
- Graphs of other knowledge gained from mathematics word problems
- Pictorial graphs • Bar graphs • Can name and identify the parts of a graph

The students will be able to complete:

- Identification activities of 2D shapes
- Identification activities of 3D shapes
- Identification activities of attributes of 2D shapes
- Identification activities of attributes of 3D shapes
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**INTEGRATED STUDIES**

<table>
<thead>
<tr>
<th>SOSE</th>
<th>SCIENCE</th>
<th>DESIGN AND TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place and Space</strong></td>
<td>Throughout the year the boys will be involved with a variety of scientific themes, concepts, processes and skills. The boys will be developing an understanding of the scientific method and what scientists do as they engage in these experiences.</td>
<td>The boys will be encouraged to design a number of objects that are man made and some that are naturally occurring.</td>
</tr>
</tbody>
</table>
| ✓ Students can recognise attributes of and describe features of their environment | **Natural and Processed Materials**  
  ✓ Students are provided with opportunities to freely explore materials in their environment  
  ✓ Students explore materials through simple experimentation  
  ✓ Students are beginning to develop an understanding of scientific method and apply these steps to their experimentation techniques | • Each student will be encouraged to monitor their projects and evaluate them throughout the design process and when they have completed the task at hand. |
| ✓ Students can demonstrate an understanding of their roles in their environment | **Energy and Change**  
  ✓ Students can identify and describe different forms of energy  
  ✓ Students can describe ways they can conserve energy  
  ✓ Students can describe ways they can change energy into different forms | • Can implement project presentation procedures, headings, title, border, label and illustrate |
| **Time, Continuity and Change** | **Culture and Identify**  
  ✓ Students know and can describe how they have changed over time and can discuss past, present and future  
  ✓ Students can discuss how their world has changed over time  
  ✓ Students develop an understanding of cause and effect | • Can locate, research and sort information into a Venn diagram showing the relationship between concepts |
| ✓ Students develop an understanding of cultural diversity  
 ✓ Students are beginning to develop a sense of self and their identity  
 ✓ Students develop an understanding of celebrations and how different events are celebrated in different countries. | **The boys will have opportunities to use a variety of different software programmes and will develop their information technology skills.** |
### Systems, resources and power
- ✔ Students are able to participate in decision making processes
- ✔ Students can describe how their actions may impact upon others (conflict/resolution strategies)

**YOU CAN DO IT**

Moreton Bay Boys’ College undertakes the You Can Do It programme. Each student will develop an understanding of success and what it means to give their personal best. They will develop their ability to be emotionally resilient and form relationships with others.

- ✔ Students know and can describe the 4 keys to success
- ✔ Students will develop personal goals and will reflect upon these throughout the course of the week, term and year.
- ✔ Students can describe their feelings and emotions
- ✔ Students know and can use strategies to assist them in getting along with others

### Earth and Beyond
- ✔ Students can describe observable features of the Earth
- ✔ Students can describe features of the universe
- ✔ Students can describe natural phenomena

### Life and Living
- ✔ Students explore their surrounding environment and can describe features of the bushland and wetland environment surrounding MBBC
- ✔ Students can describe features of their environment
- ✔ Students can describe the needs of living things
- ✔ Students can identify the difference between living and non-living things

### YEAR TWO THEMES

**Term One** – Black and White

**Term Two** – Forensics

**Term Three** – Islands of Moreton Bay

**Term Four** – Numbers around our world
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Health and Physical Education

Current research suggests that if children do not reach a degree of competence and confidence in fundamental movement skills by the sixth grade, they will not engage in regular physical activity or sports for the rest of their lives.

Physical Education in the early years at MBBC places emphasis on fundamental gross motor skills, physical activities and co-operative team games. Major components of the program include motor skills, fitness, games, movement awareness, co-operative learning, sports and aquatics.

Boys have two lessons of Physical Education each week. Their program will seek to develop spatial awareness, cooperative skills, sporting knowledge, as well as fundamental movement skills that involve different body parts. These movement skills are the foundation movements for more complex and specialised skills required to play low organisation games, sports, gymnastics, dance and recreational activities. The boys will also engage in a Swimming programme during the year.

At all times, Physical Education aims to be fun and seeks to develop a life long love of physical activities and recreation.
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VISUAL ARTS

Techniques of drawing, painting, clay work, sculpture and printmaking will be used to explore the design elements: line, shape, colour and texture. Concepts of similarity and difference, size and weight will be introduced. The boys will be making images and objects that develop their practical art skills and express their ideas, feelings and observations, related where possible to class topics.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will be aiming to:</td>
<td>The students will be aiming to:</td>
</tr>
<tr>
<td>- Observe and draw from life showing some control of shape, texture and proportion.</td>
<td>- Explore clay surface decoration techniques.</td>
</tr>
<tr>
<td>- Mix and apply secondary colours.</td>
<td>- Use pinch pot techniques to create simple pots.</td>
</tr>
<tr>
<td>- Draw and paint faces and bodies that show expression.</td>
<td>- Use several types of brushstrokes to create a painting.</td>
</tr>
<tr>
<td>- Use clay techniques to create a sculpture.</td>
<td>- Design and print a stencil.</td>
</tr>
<tr>
<td>- Use paper mâché techniques to create a relief artwork.</td>
<td>- Create a landscape that shows basic perspective.</td>
</tr>
<tr>
<td>- Create a sculpture from wood and found objects.</td>
<td>- Explore craft materials to create Christmas decorations.</td>
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<tr>
<td></td>
<td>- Discuss their work and the work of others.</td>
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</table>
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MUSIC

Students know a varied repertoire of songs of limited pitch range that they can sing in tune and in appropriate style, individually and with others. They understand and respond to a range of musical elements through singing, playing instruments, listening, improvising and moving. The students will begin to use appropriate musical vocabulary to discuss their reactions to music.

• Students aurally and visually recognize and respond to core content in music they hear and perform.
• Students sing a varied repertoire of pentatonic songs and play instruments, individually and with others, in unison and in two parts.
• Students read and write short musical patterns containing core content.

Core Content

<table>
<thead>
<tr>
<th>Key components</th>
<th>Rhythm and Metre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beat and rhythm</td>
</tr>
<tr>
<td></td>
<td>Ta, ti-ti, rest, tikatika, two, four. Ties.</td>
</tr>
<tr>
<td></td>
<td>Accent and bar lines in 2 metre and 4 metre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitch and Melody</th>
<th>Melodic contour and patterns containing so, mi, la, do, (re) in various positions on the staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Treble clef notation E, G, A, B, C.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Work</th>
<th>Beat/rhythm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beat/rhythm (1)</td>
</tr>
<tr>
<td></td>
<td>Four beat rhythmic and melodic ostinatos</td>
</tr>
<tr>
<td></td>
<td>Rhythmic and melodic canons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form/Structure</th>
<th>Same, similar and different phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canon</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
</tr>
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<table>
<thead>
<tr>
<th>Tone Colour</th>
<th>Untuned percussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Widely contrasting melody instruments</td>
</tr>
<tr>
<td></td>
<td>Two and three voices singing together</td>
</tr>
<tr>
<td></td>
<td>String instruments</td>
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<table>
<thead>
<tr>
<th>Expressive Elements</th>
<th>Piano/forte</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Allegro/Adagio</td>
</tr>
<tr>
<td></td>
<td>Legato/staccato</td>
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</tbody>
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