

# ANZAC PARK PUBLIC SCHOOL

## Key Skills

## YEAR 2

### ENGLISH

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#### Speaking & Listening

- use role-play and drama to represent familiar events and characters in texts

#### Reading & Viewing

- read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch
- use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

#### Writing & Representing

- plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
- express a point of view for a particular purpose in writing, with supporting arguments
- spell high-frequency and common sight words accurately when composing texts

### MATHEMATICS

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#### Number & Algebra

- represent three-digit numbers using objects, pictures, words and numerals
- use and record a range of mental strategies to solve addition and subtraction problems involving two-digit numbers

#### Measurement & Geometry

- describe the number of flat surfaces, curved surfaces, faces, edges and vertices of three-dimensional objects using materials, pictures and actions

#### Statistics & Probability

- represent data in a picture graph using a baseline, equal spacing, same-sized symbols and a key indicating one-to-one correspondence

### HISTORY

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#### Change & Continuity

- identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important



# ENGLISH

## Key Skills

### READING & VIEWING

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

#### DEFINITION

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Readers who have strong comprehension are able to draw conclusions about what they read - what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

#### HOW WE TEACH THIS AT SCHOOL

Comprehension is embedded into daily literacy lessons where students are exposed to a range of texts (multimodal, print-based, images, animations, graphic representations, video, audio, diagrams/charts, newspapers/magazines, fiction, non-fiction). Teachers identify and discuss vocabulary from rich texts with students and provide time for students to talk to each other about the texts they read and have listened to. Students are explicitly taught the Super 6 Comprehension strategies: Making Connections, Predicting, Questioning, Monitoring, Visualising, Summarising

#### HOW YOU CAN HELP AT HOME

The more time your child spends reading (with you or by themselves), the more practice they are getting at building their comprehension skills.

Tips:

- Discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?"
- Help your child make connections between what he or she reads and similar experiences he or she has felt, saw in a movie, or read in another book.
- Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading.
- Discuss the meaning of words as you go through the text. Target a few words and discuss what those words mean and how they can be used.

#### RESOURCES

**Reading Rockets** - <http://www.readingrockets.org/>

**ABCYA** - <http://www.abcya.com/>

**Reading Eggs** - <https://readingeggs.com.au/>

**English Glossary** - <https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z>

# ENGLISH

## Key Skills

### WRITING & REPRESENTING

Spell high-frequency and common sight words accurately when composing texts

#### DEFINITION

Spelling is the process or activity of writing or naming the letters of a word. For students to develop spelling skills and implement strategies, students need to be taught appropriate strategies to accurately spell familiar and unfamiliar words when composing texts. Students need to understand how to use their knowledge of letter sounds and blends to spell unknown words. Building a bank of known high frequency words will also support students' writing fluency.

#### HOW WE TEACH THIS AT SCHOOL

Students need to be taught spelling in an explicit, systematic, functional and contextual way. Students are explicitly taught the four forms of spelling knowledge including:

**Phonological knowledge** - an understanding of phonemic awareness (being able to hear the sounds in words and manipulate them) and alphabetic awareness (knowledge of letter sound correspondence).

**Visual knowledge** - understanding the way words and letter combinations look.

**Morphemic knowledge** - understanding the meaning of words and how spellings differ when they change form.

**Etymological knowledge** - understanding the origin of words.

#### HOW YOU CAN HELP AT HOME

- Encourage your child to first try spelling unknown words themselves, and then praise the parts of the word that are correct and suggest what else is needed.
- Prompt with; "What can you hear at the beginning of the word?" followed by the middle and end.
- Break words down into syllables or 'chunks' and sounding out each part will further support them in spelling and decoding unknown words.
- Help your child to familiarise themselves with letter sounds and blends through games and play to foster effective writing and reading strategies. Games such as "I Spy" can be a fun way to help children develop their knowledge of phonemes and graphemes.
- Familiarise your child with common sight words that are difficult to spell using phonological knowledge to further assist them when they are composing or reading.

#### RESOURCES

**Sound Waves** - <https://www.fireflyeducation.com.au/soundwaves>

**Spelling City** - <https://www.spellingcity.com/>

**Spelling Shed** - <https://www.spellingshed.com/>



ANZAC PARK  
PUBLIC SCHOOL  
ASPIRE INNOVATE ACHIEVE

# MATHEMATICS

## Key Skills

### NUMBER & ALGEBRA

Use and record a range of mental strategies to solve addition and subtraction problems involving two-digit numbers

#### DEFINITION

Students become numerate as they develop the knowledge, skills, behaviours and dispositions to use mathematics in a wide range of situations. Students' methods for solving number problems can be diverse, even in the early years of school. Counting is a surprisingly complex and powerful procedure. Students tend to begin as emergent counters, moving through the perceptual, figurative, counting on and counting back phases, until they develop a range of flexible strategies.

#### HOW WE TEACH THIS AT SCHOOL

In Year 2, students are exposed to a range of learning experiences to develop and build their counting and additive strategies. Students participate in daily Number Talks to build their mathematical reasoning, fluency and number sense. This is reinforced during explicit teaching experiences tailored to students' learning needs. Students apply their acquired knowledge through a range of differentiated activities and learning experiences, including hands-on maths rotations, project-based learning and rich tasks.

#### HOW YOU CAN HELP AT HOME

- Encourage counting of everyday objects (buttons, eggs, pegs, steps, etc)
- Practise counting on/back from a number other than one
- Play board games such as Snakes and Ladders with two dice and encourage your child to add the two numbers rolled. Show them how to count from the larger number.
- Play card games such as 21 or bust. In this game, two cards are dealt to each player who adds the numbers together. Each player may ask for more cards from the "kitty" with the aim of being the person with the highest score that does not go over 21.
- Share fruit such as mandarins with your child and add the number of pips you both have.
- Ask your child to help you work out how many more items are needed when you are shopping. I have six apples here, how many more will I get to make ten?
- Count the number of things in a collection such as shells in a bag or a large jar of buttons. Ask your child if there is a quick and easy way of counting, say counting by fives

#### RESOURCES

**Math Playground** - <https://www.mathplayground.com/games>

**ABCYA** - <http://www.abcya.com/>

**Fun Brain** - <https://www.funbrain.com/grade/2>

**Splash Math**- <https://www.splashmath.com/>

# MATHEMATICS

## Key Skills

### MEASUREMENT & GEOMETRY

**Describe the number of flat surfaces, curved surfaces, faces, edges and vertices of three-dimensional objects using materials, pictures and actions**

#### DEFINITION

Measurement enables the identification of attributes of objects so that they can be compared and ordered, while geometry is the study of spatial forms and involves representation of the shape, size, pattern, position and movement of objects in the three-dimensional world or in the mind of the learner. The study of geometry enables the investigation of three-dimensional objects and two-dimensional shapes, as well as the concepts of position, location and movement.

#### HOW WE TEACH THIS AT SCHOOL

Students will engage in learning experiences that involve recognising, visualising and drawing shapes and describing the features and properties of three-dimensional objects and two-dimensional shapes in static and dynamic situations. They will manipulate a variety of real objects to develop their imagery of shapes and objects, relevant language and representation. ICT, and dynamic geometry software in particular, will be used to facilitate the exploration and manipulation of shapes, geometric relationships and two-dimensional representations of three-dimensional objects.

#### HOW YOU CAN HELP AT HOME

- Ask your child to help you put away the groceries and talk about which things will stack easily
- Quiz your child on three-dimensional objects in the environment and explore their features
- Use boxes and containers of different sizes to play “stacking” games
- Play I Spy games and describe things by size and shape
- Have your child sort three-dimensional objects based on different characteristics (number of sides, shape of faces, etc)
- 2D/3D Sort – Draw, print, or cut out different pictures of 2D and 3D objects. Have your child sort the shapes into these two categories. Encourage them to talk about the characteristics of the different shapes and what makes them 2D compared to 3D.
- Geometry Scavenger Hunt – Create a list of different objects that need to be collected for the scavenger hunt. For example, your list might include three cylinders, two spheres, and four rectangular prisms. Have your child try to find these objects around the house.

#### RESOURCES

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# HISTORY

## Key Skills

### CHANGE & CONTINUITY

Identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important



#### DEFINITION

Continuity refers to like patterns throughout the course of history, or the way that two events or themes are similar. Change refers to the way things develop over the course of history in a new or unique way. Change and continuity occur simultaneously, linking forward and backward in time. Students will explore the inquiry questions:

What aspects of the past can you see today?

What do they tell us?

What remains of the past are important to the local community? Why?



#### HOW WE TEACH THIS AT SCHOOL

A central feature of our historical inquiry programs is the use and evaluation of primary and secondary sources as a foundation for developing content knowledge, skills, literacies, values and attitudes that are critical to academic learning and to social and civic life. Students are immersed in experiences that are active, imaginative, critical and reflective. Stage 1 students will investigate various features of their local community that reflect change and continuity. They will analyse primary and secondary sources to explore what these features tell us about the past. Students will explore significant sites in the local community, including Aboriginal and Torres Strait Islander sites.



#### HOW YOU CAN HELP AT HOME

- Identify sites in the local community that represent change and continuity
- Discuss local sites that are significant
- Share information about the ways technology has changed over time
- Familiarise your child with primary and secondary sources
- Discuss the ways technology shapes our daily lives



#### RESOURCES

**Games Children Play** - <https://www.sl.nsw.gov.au/learning/games-children-play>

**Anzac War Memorial** - <https://www.sl.nsw.gov.au/learning/anzac-war-memorial-sydney>

**Photographs in History** - <https://www.youtube.com/watch?v=TEm-B6iA78g>

**Places of Significance** - <https://www.environment.nsw.gov.au/nswcultureheritage/PlacesOfSignificance.htm>

