Dear Parents and Carers

At Georgiana Molloy Anglican School (GMAS) Year 2 students are the leaders of the Early Childhood sub-school. Year 2 is triple streamed.

For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

This booklet aims to provide you with important information about your child’s year with us.

Staff

Principal    Mr. Ted Kosicki

Head of Early Childhood   Mrs Kathryn Campbell

Teachers    Miss Sarah Kelly – 2G
            Ms Robyn Trewarn – 2M
            Miss Angela Spry – 2A

Education Assistants   Karla Quinn – 2G, 2M & 2A
                        Mrs Kerri Peters – Reading Recovery Program

Session Times

Monday – Friday    8:40am to 3:20pm

Term Dates

Term 1    Monday 2\textsuperscript{nd} February – Thursday 2\textsuperscript{nd} April
Term 2    Wednesday 22\textsuperscript{nd} April – Friday 3\textsuperscript{rd} July
Term 3    Tuesday 21\textsuperscript{st} July – Friday 25\textsuperscript{th} September
Term 4    Tuesday 13\textsuperscript{th} October – Monday 7\textsuperscript{th} December
Early Childhood learning offers a range of experiences that will:

- Assist in developing a positive self-image.
- Provide learning experiences, which will enable each child to develop at their own rate with small learning steps and recognise their individual needs.
- Promote oral language skills, which will help in understanding the different uses of language e.g. communicating to others, learning to ask and answer questions, learning to choose and select.
- Assist each child to show respect for others and form Christian values for community living.
- Provide an organised, consistent daily routine offering security so children can make choices and be creative.
- Provide continuous evaluation of the programme to ensure it is within each child’s abilities and achievements.
- Ensure home and school is complementary where parent participation is encouraged.

Education in the Early Childhood years:

- Recognises the individual differences in each child.
- Provides a programme, which promotes developmental learning integrating social, emotional, spiritual, physical and cognitive growth.
- Develops each child’s natural curiosity and eagerness to learn.
- Realises that play-based learning is essential for all children.
- Provides opportunities to discover and explore through sensory material, as this is the basis for all areas of learning.
- Recognises that children must learn from each other, learn how to learn, experience achievement and responsibly, and respect themselves and each other.
- Develops independence and the ability for children to think for themselves.
- Realises that children need a safe, secure, stress-free environment knowing it is all right to make mistakes and show emotion.
- Offers no pressure for children before experiencing and understanding ‘hands on’ activities.

Stationery Requirements

All books and stationery items required for Year 2 classes are purchased and supplied by GMAS. This means savings for parents and the school, as we can purchase supplies at a discounted price in bulk. The only purchases required for the school year can be purchased from the GMAS Uniform Shop. Parents will be charged an amount to their school resource levy.

Daily Requirements

1 X Piece of fruit/vegetable for ‘shared fruit time’
1 X Packed lunch box (i.e. sandwich, wrap, salad, fruit, yoghurt, no lollies or junk food please, as per our GMAS Healthy Eating Policy)
1 X Drink bottle (water only no juice/cordial)
1 X School bag (with a change of clothes in case of accidents)
1 X Hat (No Hat – No Play Policy Term 1 & 4)

We discourage toys and valuable items being brought to school. When they are lost or damaged it is a very distressing time for children. Issues with sharing and ownership occur when personal items are brought from home. (Special occasions such as birthdays are an exception.)
**Timetable:**

Classes at GMAS are organised around a five-day timetable. The Year 2 curriculum is based on the targeted requirements of the Australian Curriculum (AC), and the Principles and Practices of the Early Years Learning Framework (EYLF). Throughout the day, Year 2 classes have a fitness session with their classroom teacher and a short, healthy fruit break to keep their minds active and alert. Drinking water from their own water bottles throughout the day is encouraged. The children have a specialist teacher for Christian Religious Studies (CRS), Physical Education, Music, Visual Arts and Information, Communication Technology (ICT).

**Communication**

Open communication between home and school is imperative. You are invited to come and speak with your teacher about any concerns or queries you may have regarding your child or the program. Any knowledge of changes in home situations and circumstances that you think may affect your child at school are always appreciated. In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held within the first two weeks of the first term. Parents meet with the teacher who will brief them on routines, expectations and proposed learning intentions and activities relevant to this year group.

A Homework Diary is a daily source of communication between School and home. Parents are encouraged to read and sign it each night. Comments about your child's behaviour, performance or wellbeing can be noted in it. Teachers will sign the diary each day, too. Some calendared school events are also noted in the diary.

We will communicate formally with you in several ways during the year. There will be the opportunity for Parent/Teacher interviews in Term 1 and 2, plus end of Semester Reports. Teachers often create weekly or fortnightly class newsletters to share classroom events and the GMAS School Newsletter, the “What’s On” is emailed to families on Fridays and is available on the GMAS Website.

**Assembly**

Year 2 students attend Junior School Assembly each Tuesday afternoon.

**Chapel**

As a part of a Christian school, Year 2 students are a part of a holistic approach to learning. Students attend Chapel services lead by our Chaplain each Friday. Each class takes a turn to present prayers, read from the Bible and sing songs of praise.

**House Structure**

Each student is allocated to a House. The Houses are named after Bays within the Busselton region. There are six Houses.

They are as follows:

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Each House includes students from each of the Years Kindergarten to Year 6. Kindergarten students participate in the Early Childhood Beach Carnival, Early Childhood Cross Country Carnival and Early Childhood Athletic Carnival.

**Parent Involvement**

Parent involvement at GMAS is very important. All parents and special people in your child’s life are invited to come along and participate. Parent Roster is the most common form of parent involvement. Your child loves to share their learning with you and an extra pair of hands enables us more time to work with individuals and small groups of children. Parent assistance during the morning and afternoon session is very much appreciated and a valuable part of your child’s learning experience. A roster is displayed in the classroom during each term.

**Correct Letter Formation**

GMAS currently uses the New South Wales Foundation Font when handwriting.

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**DESCRIPTION OF LEARNING AREAS**

**Christian Religious Education**

The Christian and Religious studies program covers six learning strands:
1 Bible
2 Story of the Church
3 Philosophy
4 World Religions
5 Meditation, Prayer and Worship
6 Ethical Decision Making and Living

**Bible**
Students understand that the Bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

**Story of the Church**
Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

**Philosophy**
Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

**World Religions**
Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

**Meditation Prayer and Worship**

Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

**Ethical Decision Making and Living**

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Bible stories are a feature of the Christian Religious Studies for this age group, as well as learning about significant Church calendar events such as Easter and Christmas. Year 2 students help to create a Nativity play at the end of the year and take on the speaking and drama roles.

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**English Learning Area**

English in Year 2 is built around the three interrelated strands of Language, Literature and Literacy. Students will learn about the English language; how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. Teaching and learning programs will balance and integrate all three strands. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The English program is designed to provide students with an introduction to a range of text types in written, visual and multi-modal forms. It is designed to extend students’ oral language competence, develop fundamental reading, writing and viewing skills, and extend students’ critical language skills and understandings. Students are introduced to a range of comprehension strategies, participate in individualised spelling programs and are exposed to a different range of traditional, classic and contemporary literature. They take part in regular reading activities at an appropriate level, both at school and home, and develop writing skills using a range of genres. Students develop their oral language skills through weekly discussions, role-playing, assembly performances, story retells and listening games.

Where able, Year 2 students are grouped according to ability, to work with students who are working at a similar level to them during Literacy Rotations. An emphasis is put on supporting each child at their own individual level, catering for their specific needs.

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**Mathematics Learning Area**

Year 2 Mathematics programs are created using the Australian Curriculum and are based across three content strands; Number & Algebra, Measurement and Geometry, and Statistics and Probability. Mathematics plays a key role in the development of students’ numeracy and assists learning across the curriculum.

Year 2 students participate in a program designed to allow children to build skills across all strands throughout the entire year. Mathematics lessons take place daily commencing with activities to further develop mental skills and number strategies.

The focus of each strand across Year 2 is listed below.
Number and Algebra:
Students continue to develop and investigate number sequences and explore the connection between addition and subtraction. They are exposed to multiplication and division through play and visual activities and learn to recognise and interpret common uses of simple fractions. Students learn to describe patterns and solve word problems using addition and subtraction.

Statistics and Probability:
Year 2 students collect and organise data presenting it in a range of forms and then interpret the data presented. Students discuss everyday events that involve chance and determine how likely it is that an event will occur based on their experience and experimentation.

Measurement and Geometry:
Students participate in hands on learning activities aimed at developing their awareness of length, mass, capacity, area and time. Children estimate and measure a variety of materials and look at them comparatively. They learn to describe and draw 2D shapes and describe the features of 3D shapes. Students interpret simple maps of familiar locations and investigate the effect of flipping, sliding and turning shapes.

Society and Environment Learning Area

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The Geography curriculum explores the relationship between places, people and environments. Learning about their own place, and building a connection with it also contributes to their sense of identity and belonging, and an understanding that places should be cared for. Learning about a local place may be the focus for learning, but students also become aware of and interested in more distant places.

Student’s spatial thinking starts by learning about direction and distance. They begin to form a mental map of the world and of where they are located in relation to other places.

Specific geographical skills include observing and describing the features of places, using a map, directional language, understanding distance and interviewing relatives.

The Society and Environment Learning area also develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 2, students are given the opportunity to investigate themselves, their relationships and their immediate experiences in family, school and community. There is a focus on the similarities and diversity of people, places, cultures and lifestyles. The students are taught to develop a respect for the needs and rights of others and are encouraged to develop cooperative attitudes and behaviours. They are taught to use a range of media to investigate societies and environments in the world, including aspects of the past.
Science Learning Area

In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. Students explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

Students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

There is an emphasis placed on experiential learning which enables the children to develop a repertoire of encounters that can be built upon in the future. The students are encouraged to use all their senses to develop the skills of observing, labelling, comparing, describing and sorting and to wonder about the differences and changes they observe in their everyday world. The students are given the opportunity to participate in activities from each of the conceptual outcomes of the Science Learning area.

Physical Education Learning Area

Physical Education at Georgiana Molloy Anglican School is a developmental program, which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity, and to promote their own and others’ health and well-being.

In Year 2, the focus is placed on learning the fundamental movement skills necessary for a child’s development and getting students to participate competently and confidently in physical activities such as play and games. Emphasis is placed on locomotion skills, body management and object control skills. Students will also focus on using their fundamental movement skills in modified games and learning that everybody is part of the team.

Health Education Learning Area

In Year 2, students are taught about the stages and differences in human development, the factors, which influence choices of food, activities and friends, and about the responsibilities of family members. They learn how to keep themselves safe and to reduce risks to their health. Students are placed in situations where they can observe, develop and explore self-management skills as individuals, in a class and in friendship groups. They have the opportunity to learn and value the interpersonal skills required to communicate and cooperate with peers and others in play, games, school and social situations. As part of the Year 2 health program, students participate in a variety of programs including Healthy Schools, B.U.Z. (Build Up Zone) Feel Safe, Feel Right, and the Protective Behaviours Program.
Technology and Enterprise and Information, Communication Technology

In Technology and Enterprise, students will follow the technology process to plan, create and evaluate a range of mediums using a variety of resources and materials. The Year 2 Technology and Enterprise program also allows children to participate in activities that are aimed at exposing students to a range of ICT software. A 1-to-1 iPad program has been introduced into Year 2 to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the entire educational program and all learning areas of the Australian Curriculum.

Music Learning Area

The Early Childhood Music Program is designed to give students an introduction to the basic principles of music. It focuses on using play and imagination as a way to create their own music, use basic elements of sounds and movement, share music with others, respond to music in their own way and gain an awareness of music in everyday life. Beat, rhythm, pitch and dynamics are explored using voice and an assortment of percussion instruments. Dance and music games also help ensure that music is an enjoyable and engaging subject.

Year 2 music focuses on the fundamental elements of music, such as beat, rhythm, pitch and dynamics. Students work both individually, in small groups and as a class with singing and playing percussion instruments. It begins introducing students to the concept of note reading and simple composition in preparation for the instrumental programs beginning in Year 3. The program encourages students to express themselves through music via students to singing, dancing and playing instruments.

The Arts Learning Area

Visual Art is a developmental programme, in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice throughout Years 1 - 6. Art is a subject that introduces students to a way of problem solving, understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student’s understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

Visual Literacy is embedded in the program to ensure students have a language in which to discuss and respond to the Visual Arts.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated.
Using the library as a place to get pleasure from reading and locating information will be a feature of the Year 2 library program. There is an opportunity for children to borrow books for their own enjoyment. Care in holding, handling and carrying a book will be emphasised.

The students will be given direct instruction in the specific features of a book, in particular the spine label and will be taught to alphabetise resources using the letters on it. Features of non-fiction books and the parts of them will be emphasised. Students will practice locating information from sections of non-fiction books. Some samples of books from the reference section of the library will be analysed to show their purpose. Electronic examples of these resources will be noted. Some strategies to help locate and find information will be used in practical tasks.