Unit of Inquiry Parent Overview

Grade: Two

Duration: UOI 1 – Term 1 & 2 / UOI 2 – Term 1

UOI 1: Who We Are – An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Actions can influence emotions	An inquiry into: • personal strengths, weaknesses and achievements • the way people respond to situations emotionally • the effect actions have on relationships and feelings	Perspective Causation	Communicator Reflective Caring

UOI 2: How the world works – An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Science is part of daily life	An inquiry into: • how different sounds can be produced • how sound energy effects objects • ways to change materials without changing the material composition • how science is used everyday	Function Change	Communicator Inquirer Reflective

Summative Assessment Tasks

HEALTH

Term 1: Assessing strengths and weaknesses

Term 2: Emotional responses impact on others' feelings

Task A: Sound investigation

Task B: Changing materials for a purpose

Task C: Where is Science in my daily life?

Task B: Teacher Observation Checklist – suggested steps and safety procedures

Learning Areas Covered UOI 1 (Semester 1)

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this Term.

Health: In Health this term the Year 2 students will be finding out how their personal qualities contribute to their identities. They will be looking closely at cultures; communities they are a part of, and personal achievements. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships.

English: Students will read a picture book to identify text structures and language features used to describe characters. They answer literal and implied questions about characters. Students will create a character description. They will write simple sentences and use conjunctions to form compound sentences. Students will use familiar vocabulary and identify words as nouns, verbs and adjectives. They will use appropriate sentence-boundary punctuation (i.e. capital letter and full stop, exclamation mark or question mark). They will read, listen to and share a variety of material in relation to the Central Idea.

Mathematics: Students will be involved in a variety of number experiences that further develop their understanding of addition and subtraction, number patterns and two-digit place value. They will revise the relationship between addition and subtraction, using, 'part/part/whole' strategy. Students will explore measurement concepts of length, mass, volume, and area, including informal and formal units of measurement (exploring centimetres and metres).

Digital Technology: Students will learn how to become safe and responsible digital citizens by only sharing personal information with people they trust and keeping their computers safe. They will also learn about the importance of seeking guidance from a trusted adult when they feel unsafe or uneasy online or if they experience cyberbullying.

Learning Areas Covered UOI 2 (Term 1)

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during these terms.

Science: Students suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use the tables provided and organisers to sort and order data. They represent patterns in data and identify further questions. They use every day and scientific vocabulary to communicate observations, findings and ideas. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives

English: Continuation of UOI 1. Students will then explore and create procedural texts using information they have learnt - focussing on the scientific process.

Mathematics: Students will read, write, and represent single and two-digit numbers in a variety of ways. They will explore place value with two-digit numbers using number lines, hundred boards and concrete materials. They will identify missing values in addition and subtraction problems and explore a variety of strategies to solve problems. Students will also explore multiplicative problems through the language of grouping and sharing.

Music: In Music this term, children will identify where, why and how they experience music. They will continue learning and practicing rhythms including ta, ti-ti, za with the introduction of a minim. They will explore pitch going up and down, loud and quiet dynamics, verse and chorus form. Children will also learn about different instruments and how they each produce sound.

PE: In Physical Education this term the Year 2 students will continue to develop their swimming skills. They will work on safe entries and exits in the water, stroke development and survival skills.

Suggested Parent Involvement UOI 1	**Suggested Parent Involvement UOI 2**
• Play games to practise social skills e.g., taking turns, being a good winner / loser • Find opportunities to practise and discuss growth mindset [positive thinking, the power of 'yet'] and give suggestions for solutions when conflict arises • Identifying emotions using 'Zones of Regulation' (online search 'Zones of Regulation' for resources and strategies to self-regulate) • Set achievable goals at home i.e., discussing chores for earning pocket money to buy something special	• Donate recycled materials to your child's class – materials will support investigations • Discuss where you could find science in your home e.g., sound, properties of materials, different technologies, different areas of science, mixtures • Conduct simple experiments at home • Explore the properties of materials e.g., use recyclables at home to create everyday objects - discuss why the materials suit the object's purpose • When out and about, identify and discuss surrounding sounds and how they might be made