Waverley Christian College
Wantirna South

YEAR 2
HANDBOOK

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ART

"If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it is worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created." Francis A. Schaeffer

OVERVIEW

Students develop their techniques in using the basic elements of art to communicate their observations, ideas, feelings, and experiences. They are given the opportunity to respond and appreciate the beauty of God's creation and how He gave us the desire to create artwork which reflects this, understanding that God is the supreme artist and Creation is His artwork. They use different materials and processes to express their ideas, playing with and exploring media and tools to learn techniques – 2D and 3D. They experience a wide range of art works, discussing who made the artwork and for what purposes. Students will play and invent images, forms and constructions encountering visual concepts of space, contrast and form. They share ideas with their peers about the choices they make and develop an understanding and appreciation of their own and others' visual art works.

TOPICS INCLUDE

- Fine Art: Drawing, Painting, Printing
- 2D and 3D Constructions and Craft: Construction, Collage, Textiles

ASSESSMENT

- Techniques/skills
- Processes to express ideas
- Understanding the purpose of different art forms

"I am sending you Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him."
2 Chronicles 2:13-14

BIBLE

"A thorough knowledge of the Bible is worth more than a college education."
Theodore Roosevelt

OVERVIEW
Students grow in their knowledge and understanding of who God is and how He reveals Himself in the Bible. They develop an understanding of God's nature and character through reading stories from both the Old and New Testament, beginning to understand that the Bible is God's truth and reveals the truth about Himself and Jesus. They are encouraged to see the whole Bible as God's plan of salvation. Students will learn about their place and purpose in God's plan and apply God's Word to their everyday life in today's world. They learn how to be a follower of Jesus through prayer, reading the Bible and actively loving others. Students will also begin to develop and foster Christian values and attitudes on stewardship, social justice and on understanding the different cultures and the world we live in.

TOPICS INCLUDE
- God is our Creator who loves us and saves us
- God's promises to Abraham point to Jesus
- God is King
- Jesus is the King of God's kingdom

PREREQUISITES
- Bible

ASSESSMENT
- Class Participation and Discussion

"Consequently, faith comes from hearing the message, and the message is heard through the word about Christ." Romans 10:17

DIGITAL TECHNOLOGIES

"Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion." Wilson da Silva

OVERVIEW

Students learn that they can use technology to express God's blessings in the world He has created. Students are introduced to the computer and trained to ably navigate the user interface of Mac & Windows, physical port interfaces, logging into the school network, and maintaining and saving data in the Cloud. Students learn good email etiquette and security at a basic level, good sitting and work posture while using computers, and touch-typing skills. Students learn how to create more advanced digital art, with a drawing tablet. Arrange and then learn how to use their word processing skills in pages. Students will develop an ability to use computers effectively and safely both independently and creatively— using a wide range of educational software. They are introduced to programming and coding with iOS apps such as Daisy the Dino and Scratch Jr.

TOPICS INCLUDE

- Computer Awareness— Parts of a computer (internal and external), port interfaces and human-computer interface devices, logging into the school network, maintaining and saving data
- Emails- good email etiquette and email security (basic to intermediate level)
- Good sitting and work posture
- Domains of Study: OS: Mac OS X and Windows, touch-typing: Mavis Beacon, emailing: Microsoft Outlook, word processing, digital Art: ArtRage 2 Starter Edition, programming and coding: programming with iOS apps.

ASSESSMENT

- Folio of tasks assigned in class
- Touch-typing scores on Mavis Beacon

"Intelligent people are always ready to learn. Their ears are open for knowledge". Proverbs 18:15

DRAMA

"You have to understand your best. Your best isn't anyone else's best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his head and still not be as good as you! Because only you can be you! What a privilege! Nobody can achieve what you can if you do it... So do it! We need your best, your voice, your body. We don't need for you to imitate anybody else, because that wouldn't be your best. And if it isn't your best then it may as well be your worst." Stella Adler 'The Art of Acting'

OVERVIEW

Students in Year 2 continue their exploration and understanding of how drama can communicate meaning. They draw inspiration in their drama from other cultures, times and locations in order to explore meaning and interpretation, forms, elements, and social contexts of drama. Students are encouraged in reflective practices and make simple reflections expressing what they enjoy and why. Students are encouraged to consider how biblical perspectives can be devised and represented within the elements of drama, the performing of bible stories, and demonstration of core biblical values. The aim is to enable students to continue to consolidate and develop their performance skills, knowledge and ability to control and apply the dramatic elements, forms, skills, techniques and processes of drama, so that they respond to the world around them. This subject also aims to equip students with an increasing confidence in their ability to create meaning in movement and performance using space, levels, shape, dynamics, voice, rhythm and movement sequences and for them to continue to explore and describe the interrelated relationships between the characters and setting when establishing story structures, roles, and situations so that students can learn how meaning is communicated through drama.

TOPICS INCLUDE

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks)
- Stage craft (play building, kinaesthetic learning, stage grid)
- Performance (informal, mime, movement, improvisation, dance, audience engagement)
- Creation and exploration (role, situation, character, cultural influences)

ASSESSMENT

- Performance
- Reflection
- Process-focused assessments and checklists

"Having gifts that differ according to the grace given to us, let us use them" Romans 12:6a

ENGLISH

"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told." Joseph P. Bean

OVERVIEW
Students understand that communication begins with God and we can share our ideas and thoughts with others through reading, writing and speaking. Students listen, read, respond to a variety of text types, and continue to develop the skills of decoding, fluency and comprehension. Utilising correct punctuation, grammar and language choices, they create different informative, persuasive and imaginative texts. Through speaking and listening students engage in whole class and group discussions. They listen and speak for particular purposes. They plan and deliver oral presentations. Students continue to build on their fluency, accuracy and understanding of more complex texts, they will also create a variety of imaginative, informative and persuasive texts using their knowledge of text structure, spelling and grammar, and show how images support meaning.

TOPICS INCLUDE
- Writing - variety of text types and genres
- Phonics and spelling
- Grammar - sentence structure, punctuation, vocabulary, and parts of speech
- Handwriting
- Reading - fluency phrasing and comprehension
- Speaking and listening

ASSESSMENT
- Spelling/grammar assessments
- Oral presentations
- Writing samples
- Reading fluency and comprehension assessments
- Oral reading

"They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read." Nehemiah 8:8

HEALTH AND PHYSICAL EDUCATION

"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God."
Thomas M. Boqdon

OVERVIEW
Students develop an awareness that their identity is found in God, and they are children of God. The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students explore their sense of self and the factors that contribute to and influence their identities. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and teams. Students explore simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities and develop personal and social skills such as cooperation, decision-making, problem-solving and persistence during movement activities.

TOPICS INCLUDE
- Fundamental Motor Skills - dribble, catch, throw, strike, serve
- Athletics and gymnastics
- Health and fitness Training
- Cross Country
- Dance

ASSESSMENT
- Ongoing assessment during skill development sessions and in game situations
- Aquapass levels (Royal Lifesaving Society)

"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore, I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize." 1 Corinthians 9:24-27

INTEGRATED STUDIES

"The world is a great book, of which those who never stir from home read only a page."
St. Augustine

OVERVIEW
Students explore a variety of topics in the areas of Science, History and Geography. They are encouraged to develop and reflect on values and attitudes such as curiosity, respect for God's creation and other people. They investigate events and objects from the past and learn to represent history in timelines and narratives. They experiment with mixing different ingredients and learn to describe changes to objects and materials. Students also explore how they are personally connected to different parts of the world and why these places are important. They investigate forces and motion and describe how living things grow and change. They explore how to conserve Earth's resources in order to become good stewards of God's creation. Students will begin to develop a knowledge, understanding and appreciation of the past and how it shapes the present.

TOPICS INCLUDE
- Digital Citizenship
- Mixing Matter
- People and Places
- Growth and Change
- Earth's Resources

ASSESSMENT
- Individual and Group Tasks
- Class Work
- Oral Presentations
- Unit Tests
- Projects

"From one man He made every nation of men that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live."
Acts 17:26

LIBRARY

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.” Laura Bush

OVERVIEW
Students develop an understanding that God has placed a special importance on His people being able to read. They begin to appreciate the importance of reading, listening and understanding and being discerning in what they read. Skills and knowledge in understanding the different categories of books are developed. Students are given opportunities to access eBooks and use the online catalogue.

TOPICS INCLUDE
- Library resources and organisation
- Text types and their structure
- Author study
- eBooks and audio books
- Library online Catalogue

ASSESSMENT
- Class Activities
- Unit Assessments
- Observations

“Getting wisdom is the wisest thing you can do and whatever else you do, develop good judgement.” Proverbs 4:7 NLT

MATHEMATICS

"God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect." Asa Sparks

OVERVIEW

Students focus on understanding, fluency, problem solving and reasoning in Mathematics to help them see the order and beauty of God's creation and God Himself. They continue to build their understanding of number knowledge and basic operations. They learn about the concepts of mass, length, area, time, volume and capacity using units of measurement. Students recognise and order shapes and objects according to their properties. They use simple maps and identify relative locations, and investigate the effect of simple transformations of slides, flips, half and quarter turns, both by hand and by using technology. Students collect and interpret data and explore the language used to describe chance. The aim of the subject is for students to identify and describe the relationship between addition and subtraction and between multiplication and division and to develop fluency in readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations

TOPICS INCLUDE

- Number and Algebra: Counting and skip counting to 1000 (2s, 3s, 5s and 10s), Ordinal number, Place value, Addition to 20, Subtraction to 20, Multiplication, Division, Money, Fractions (half, quarter and eighths)
- Measurement and Geometry: Length, Capacity & Mass (informal units), Time (to the quarter hour), Shapes (2D & 3D), Patterns, Space and Location
- Statistics and Probability: Chance, Questioning, Collecting, Organising and Representing Data, Presenting, Interpreting Data

ASSESSMENT

- Unit tests
- Classwork

"Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows." Luke 12:7

MUSIC

"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit." Johann Sebastian Bach

OVERVIEW

Students develop skills in imagining, creating and performing through music which explores their ideas about the world. They share music with their peers and the wider school community. Students select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between the musical elements of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music. Students become aware of the different reasons for the use of music in a range of contexts and begin to understand how we can use music to communicate with God and worship Him. They develop confidence to be creative, skilful and informed musicians and skills to listen, improvise and compose, interpret and respond with intent and purpose. Students will also begin to develop an understanding of music as an aural art form, its relationship with other art forms and contributions to cultures and societies.

TOPICS INCLUDE

- Beat and Rhythm
- Pitch
- Aural Training
- Theory
- Performance

ASSESSMENT

- Tests
- Participation in practical work
- Performance
- Observations and checklists

"Praise the Lord. Praise God in His sanctuary; praise Him in His mighty heavens Praise Him for His acts of power; praise Him for His surpassing greatness. Praise Him with the sounding of the trumpet; praise Him with the harp and lyre, Praise Him with tambourine and dancing, praise Him with the strings and flute, Praise Him with the clash of cymbals, praise Him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord."
Psalm 150