



Grade 2 IB PYP NEWSLETTER

Dear Parents/Guardians,

Here are some reflections on our second Unit of Inquiry for the year: Thank you again for your collaboration, support, and input throughout the Unit.

In this unit students were exploring and discovering, through class discussions and inquiry, where foods and goods come from and the processes they go through from the source to the consumer. Students selected a good or food of interest and provided visuals, presentations models and talked about the processes their chosen food/good goes through, the systems and organisations involved in the manufacturing of goods and foods. Students researched how foods and goods are distributed locally and globally, the availability and needs for foods and goods are different depending on where they live and individual needs.





WHERE WE ARE IN PLACE & TIME:

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

During the Third Unit of Inquiry the Grade 2's will be exploring.

How communication has evolved and changed over the years (history) and the way we interact and communicate with each other locally and globally. Students will discover that there are many ways of communicating in different forms and that learning can be supported with technology.

COMMUNICATION &
TECHNOLOGY



UPCOMING DATES & EVENTS:



November 16 - Staff
Work Day- No school
for students

November 30 Afternoon Activities
end

December 4 Founders Day

December 7 - Last Day of the
Semester (13:30 dismissal for
students)

Central idea:**Innovation and invention change the way we communicate:****Lines of Inquiry:**

The learners will inquire into:

- How communication has changed over time
- How innovation or inventions have affected the way we learn and communicate.
- How inventions have made a difference in people's lives

Key Concepts:

Change, Causation and Perspective

IB Learner Profile traits:

Inquirer, Risk-taker, Communicator

Attitudes:

Creativity, Curiosity, Appreciation

Integrated subject focus:

Continuity and Change through time

Related concepts:

Chronology, Adaptation and Innovation

Approaches to Teaching & Learning skills

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Thinking skills: Application and synthesis. • Social skills: Respecting others, Cooperating, Resolving Conflict, Accepting responsibility. | <ul style="list-style-type: none"> • Communication skills : Speaking, Listening, Writing, Non-verbal communication, Presenting. • Self Management: Fine Motor, Organisation, Time-management, Spatial awareness. | <ul style="list-style-type: none"> • Research skills: Formulating questions, Planning, collecting, recording, organising, interpreting & presenting data. |
|---|--|---|

Mathematics**During this unit concepts and skills explored:****Patterns**

- Whole numbers exhibit patterns and relationships that can be observed and described.
- Patterns can be represented using numbers and other symbols.
- By analysing patterns and identifying rules for patterns, it is possible to make predictions.

Shape and Space

- Shapes are classified and named according to their properties.
- Some shapes are made up of parts that repeat in some way.
- Specific vocabulary can be used to describe an object's position in space.
- Changing the position of a shape does not alter its properties.
- Shapes can be transformed in different ways.
- Geometric shapes and vocabulary are useful for representing and describing objects and events in real world situations.



Number

- Number operations can be modeled in a variety of ways.
- The base ten value system is used to represent numbers and number relationships.
- The operations of addition.
- The operations of addition and subtraction are related to each other and are used to process information to solve problems.
- There are many mental methods that can be applied for exact and approximate computations.

Data Handling

- Information can be expressed as organized and structured data.
- Objects and events can be organized in different ways.
- Some events in daily life are more likely to happen than others.
- Data can be collected, organized, displayed and analyzed in different ways.
- Different graph forms highlight different forms of data more efficiently.
- Probability can be based on experimental events in daily life.

Language**During this unit concepts and skills explored:****Listening and Speaking**

- The sounds of language are a symbolic way of representing ideas and objects.
- People communicate using different languages.
- Everyone has the right to speak and be listened to.
- Spoken language varies to the purpose and the audience.
- People interpret messages according to their unique experiences and ways of understanding.
- Spoken communication is different than written communication. It has its own set of rules.

**Viewing and Presenting**

- People use static and moving images to communicate ideas and information.
- Visual texts can immediately gain our attention.
- Viewing and talking about the images others have created helps us to understand and create our own presentations.
- Visual texts can expand our database of sources of information.
- Visual texts provide alternative means to develop new levels of understanding.
- Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.
- Different visual techniques produce different effects and are used to present different types of information.

Reading

- The sounds of spoken language can be represented visually.
- Written language works differently from spoken language.
- Consistent ways of recording words or ideas enable members of a language community to communicate.
- People read to learn.
- The words we see and hear enable us to create pictures in our mind.
- Different types of texts serve different purposes.
- What we already know enables us to understand what we read.
- Applying a range of strategies helps us to read and understand new texts.
- Wondering about texts and asking questions helps us to understand the meaning.
- The structure and organization of written language influences and conveys meaning.

Writing

- People write to communicate.
- The sounds of spoken language can be presented visually - letters, symbols, characters.
- Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.
- Written language works differently from spoken language.
- We write in different ways for different purposes.
- The structure of different types of texts includes identifiable features.
- Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.
- Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
- When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

The **reading program** is run by the homeroom teacher in differentiated groups and includes guided readers and independent choice of books from graded levels.

ICT & MEDIA

I-pads with software to enable students to produce scripts, audio recordings, slideshows, movies, photographic posters. Digital, still and video cameras.

Mind maps using Popplet- what is technology? Digital technology? What are some examples they use in their everyday life?

During the course of the unit the students will be exposed to a wide range of digital technologies that are used to organise, create, record and share ideas and thoughts (i-movie, garageband).

Using See-saw, blogs as ways of communicating and sharing learning experiences including keeping journals.

Please refer to Mr. Danai's blogspot <http://wis-ict.blogspot.com/>.



Personal, Social & Physical development:

Identity:

- There are many factors that contribute to a person's individual identity.
- Understanding and respecting other people's perspective help us to develop empathy.
- Identifying and understanding our emotions helps us to regulate our behaviour.
- A positive attitude helps us to overcome challenges and approach problems.
- A person's self concept can change and grow with experience.
- Using self-knowledge allows us to embrace new situations with confidence.
- Different challenges and situations require us to use different strategies.



Active Living:

- Movements can be used to convey feelings, attitudes, ideas or emotions.
- The use of responsible practices in physical environments contribute to our personal safety and the safety of others

Interaction:

- Participation in a group can require group members to take on different roles and responsibilities.
- There are norms of behavior that guide the interactions within different groups, and people adapt to these norms.
- Accepting others into a group builds open-mindedness.
- Relationships require nurturing.
- Our actions toward others influence their actions towards us.
- A plan of action is a necessary strategy for a group to achieve its goal.
- An effective group capitalizes on the strengths of its individual members.
- Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.
- Behaviour can be modified by applying deliberate strategies.

What's happening in Specialist Classes?

Art:**Ms. Genie Albrecht**

Students are exploring the concept that 'art speaks to you' and that art can portray: "What a Wonderful World", we live in, together with musician Louis Armstrong! They are mixing their own colours and trying out different complementary colours as well as using contrasts in their compositions.

The students will then explore the art movement of Pointillism through the style of the French artist, **George Seurat**. They are exploring the intensity of colour adding depth to their artwork. During the

Drama:**Ms Junelle Stroh**

The Grade 2 students will be creating a dramatic journey through the ages of communication. They will use the information and knowledge they acquire from previous lessons to build a theatrical timeline of the different movements, devices and customs that were used from different eras around the world.

Music, sounds, images, freeze frames, shadow theatre and dance will all be used in a

Music:**Mrs. Michelle Preez**

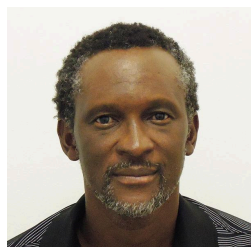
We will focus briefly on the changes over past decades where music began. We will explore some classical compositions and the message that certain composers

**Du**the
and

next couple of weeks do ask your child about pointillism and what they used in the art room - they could try it at home, very simply and effectively! You will be invited to a Friday morning exhibition once we have accumulated our artworks.

multimedia approach of exploring this aspect of history.

wants to convey through their music.



Personal, Social and Physical Education

Mr. Edwin Chinyemba

We have completed a great unit on Gymnastics check out seesaw for google slides of the routines planned by the students and a video of their performance in front of the whole class and their teachers. Students have started uploading some very insightful reflections on the unit. Please give them feedback and discuss their design process with them.



Our next unit is soccer and will be focusing on spatial awareness, basic dribbling, kicking and game play skills. Students will be involved in small sided games. Personal and social focuses of the unit will be good sportsmanship, focus on the joy of playing and not the result. Ball mastery skills will be a primary focus following the the [Coerver Ball Mastery](#) curriculum.

There will also be opportunities to work on fitness by running laps around the field to build endurance and working on speed, agility and coordination. We will start at attempting a continuous lap around the field then slowly build it up to a 10 minute continuous run.



French:
Mrs Laetitia Borroni
Bonjour à tous!



In connection with the Unit of Inquiry the Grade 2 students will focus on

Communication. We will start an e-mail exchange and postcards exchange with students in another Primary School in France.

The aim of this exchange is for the Grade 2 students to:

- communicate with children who speak in a different language, and having a different culture and living in a different environment compared to our WIS kids.



Portuguese:
Mr. Naftal Chivure
Bom dia



In connection with the Unit of Inquiry the Grade 2 students will focus on Communication. We will start an e-mail and Skype exchange with students from Maputo International School.

The aim of this exchange is for the Grade 2 students to:

- communicate with children who speak in a different language, and having a different culture and living in a different environment compared to our WIS kids.

- realise that technology (internet, skype) allows us to communicate instantly with people living very far away from us, in comparison with traditional postcards.
- Technology makes the communication easier between people.
- learn how to fill in a postcard and to introduce ourselves in a writing way and describe briefly our environment inside and outside the school.

We will work in collaboration with Mr D, our ICT coordinator; the Grade 2 students will complete their class blog related to this exchange and will experience skyping sessions with the children in the school in France.

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How can families be involved in the learning ?

- Please ensure that you read the class blogs to keep up to date with how you can support your child at home.
- Talk with your child about the technology journey you have travelled from when you were a child.
- Help students understand the changes that have taken place over years and discuss the reasons giving reference to personal experiences why these changes have occurred..
- This is an opportunity to talk about digital citizenship (good and dangers of technology).

Reminders

- Please e-mail us if you have any concerns.
- Inform us and the reception (reception@wis.edu.na) if your child is absent.
- Please drive carefully in the car park and only park in the designated parking areas.

In collaboration with you.

Kind regards

Ms Debbie, Ms Pamela, Ms Sinead and Ms Shanice
Grade 2 Team