

Year 2, Term 3 overview

Term Concept

Place

In our unit of inquiry this term we will be looking at place across the Geography and English curriculum. This will include exploring narratives from Australia and around the world. As we study each story, students will learn about the place that the story was created and will identify where that place is located in the world. Students will explore the location of Australia in relation to these. Students will explore the connections people in Australia have to people in other places, how Aboriginal and Torres Strait Islander people maintain a connection to a particular place and influences that affect the frequency that people visit places in Australia and around the world.

History inquiry questions:

- How are places defined?
- How is the world divided in relation to Australia?
- What or who gives a place meaning?

Students will develop a range of inquiry skills during this unit, including posing and answering questions, researching, evaluating and communicating learning about place through the use of maps and written narratives.

Maths

Proficiency strands:

Understanding includes connecting number calculations and sequences.

Fluency includes readily counting numbers in sequences, partitions and combining numbers.

Problem Solving includes formulating problems. Using informal and introducing the use of formal units of measurement.

Reasoning includes using known facts to develop strategies for unfamiliar calculations.

In Term 2, students will:

- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Compare and order capacities using a range of containers and will be introduced to the litre
- Explore 3D objects and their geometric attributes
- Tell time to the quarter-hour
- Interpret simple maps of familiar locations and identify positions of key features
- Explore the connection between addition and subtraction as well as continue to solve addition and subtraction through a range of written and mental strategies
- Develop multiplication and division understandings

English

The Australian Curriculum strands for English are; Language, Literature and Literacy. Our learning programs balance and integrate all three strands. The three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will:

Reading and Viewing

- Identify how imaginative and informative texts can vary in structure and topic
- Begin to utilise comprehension strategies taught including inferring, self-questioning and summarising in independent and guided reading scenarios
- Use a range of strategies including phonics knowledge and punctuation to fluently read a range of texts
- Monitor own reading and self-correct errors

Writing

- Understand narratives, including language features and text structure
- Understand and implement the planning and composing process for narrative texts
- Recognise simple and compound sentences and understand the use of capital letters and full stops
- Apply developing knowledge of spelling patterns and punctuation to write legibly and clearly
- Integrate typing into writing processes, to prepare for senior school and an ever changing world

Speaking and Listening

- Communicate with and listen to an audience during news presentations

PE / Health

The year 2 curriculum supports students to make decisions to enhance their health, safety and participation in physical activity.

- Fundamental movement skills including vertical jump, 2 handed strike and leaping
- A range of activities including shot put, discus and long jump to prepare for the Athletics carnival
- Mental health, well-being, growth mindset and social and emotional support during weekly class meetings
- Exploring personal safety and safe use of medicines

Digital Technologies

Learning in Digital Technologies focuses on developing skills in computational thinking and an awareness of personal experiences using digital systems such as laptops, Chromebooks and I pads.

Digital technologies in term 3 will focus on

- Cyber safety: protecting personal information, communicating in safe online environments and importance of adult supervision
- Exploring how people safely use common information systems to meet communication needs and organise ideas independently and with others in safe online environments, including emails and commenting in a Google Classroom account
- Using software including Google Docs and Google Slides to present narratives

ICT is used across the curriculum in all subject areas, to enhance students' understanding of the modern world.

Visual and Media Arts

Students will learn how to make visual and media representations of their ideas, experiences, observations and imagination.

Students will use and experiment with different materials and techniques to make different art works. Students will also respond to artworks and explore the meaning of interpretation including art works from Aboriginal and Torres Strait Islander backgrounds

Performing Arts (Mrs Turner)

DRAMA:

Dramatise role and action to create and perform dramatic action using voice, body movement and facial expression.

DANCE:

Demonstrate, create and perform dance sequences using locomotor and non-locomotor movements incorporating dance elements.

MUSIC:

Demonstrate, echo, create and perform sounds and rhythmic patterns using voice, body, movement and instruments.

Science (Mrs Allen)

In Science Year 2 will finish exploring where water comes from and why we need to use it wisely. They will then have plenty of messy fun and practical learning as the Science room turns into a potions lab for the term. Students will be investigating what a mixture is, what purposes mixtures have and what happens when different substances are combined, including solids and liquids.

Library (Mrs Hynes)

Appreciation of the 2017 shortlisted Children's Book Week books will be the focus of our library sessions this term. Activities will include exploring the plots, characters and themes of selected shortlisted books as students connect these with their own experiences. Interpreting the meanings of illustrations and determining how illustrators contribute to the development of a story will also be discussed. Skills such as searching the library catalogue to locate books by author, title, subject and series will also be developed. Weekly borrowing of books continues to be an important part of our weekly library sessions.

Library day for Term 3 is Friday

Mandarin (Mrs Lu)

Students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions. They use learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information. They can identify themselves as learners of languages. They can express simple likes and dislikes. They participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms. They respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings. They describe how people use different language to communicate and participate in cultural experiences.

Term 3 Units and Topics: Classroom language, objects, greetings, classroom instructions and objects, numbers 50-100, moon festival and weather