



YEAR 2 TEACHING AND LEARNING OVERVIEW - TERM 3, 2019

MATHEMATICS	ENGLISH	RELIGION 'A Covenant People'
<p>Learning Intentions:</p> <ul style="list-style-type: none"> Count to and from 1000 from any given point Identify increasing and decreasing number sequences in 2s, 3s and 5s from any given point Represent multiplication and division by grouping into sets Find the missing element in a number sequence Use Australian coins in real-life situations Understand quarter past and quarter to the hour Flip, slide and rotate objects or shapes Draw and identify features of 3 dimensional shapes Collect, organise and represent data to make meaning <p>Our model of teaching Mathematics includes:</p> <ul style="list-style-type: none"> 'Do Daily' activities, games and discussions to help develop flexibility, fluency and confidence in mathematical thinking Providing students with an opportunity to use concrete materials to manipulate numbers and deepen their understanding of all mathematical concepts in a variety of ways Practising the skills necessary to consolidate learning Posing high impact inquiry questions that allow students to develop their problem-solving strategies to solve real life problems 	<p>Students will be engaging in three weekly teaching and learning cycles to develop their English skills in the areas of writing and creating, speaking and listening, reading and viewing.</p> <p>In the area of writing and creating, students will make comparisons between traditional and fractured fairy tales in order to write their own narratives in the form of an original fairy tale. Throughout the term students will practise reviewing and editing their writing.</p> <p>The students will continue to be exposed to a variety of text types for both enjoyment and information. Guided Reading Sessions will consolidate their reading fluency and comprehension skills, as they practise the decoding strategies taught earlier in the year.</p> <p>Students will continue to develop their phonetic and word knowledge by segmenting and blending words with short vowels, long vowels, digraphs and consonant blends. Students will also use their visual memory to read and write high frequency words. Students will have opportunities to build their fluency in reading texts through home readers and targeted comprehension skills.</p> <p>Phonics/Spelling</p> <ul style="list-style-type: none"> R- INFLUENCED VOWELS IN SINGLE SYLLABLE WORDS PAST TENSE TRIPLE R BLENDS W – INFLUENCED VOWEL PATTERNS A/C WORD KNOWLEDGE 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> To research and define the meaning of the word 'Covenant' For students to retell stories (parables) of God's Covenant with characters from the Bible Recognize that the Bible is a library of books To utilise Bible stories to build a picture of how Jesus lived his life as a young child <p>The overarching fertile question that underpins this unit of work is, "What is my Covenant with God and how can I best live my life in order to keep it?" To recognize what a covenant is, the students will study the Bible story of Abraham and Sarah and their Journey to the Promised Land. This will expose them to the concepts of Faith and Miracles. They will investigate the First Covenant (Noah and the Ark), retelling the story using their own words and pictures.</p> <p>Students will study the covenant made between God and Moses in the writing of 'The Ten Commandments'. In small groups, they will discuss, review and highlight the meaning behind these 'rules'.</p>

<p style="text-align: center;">HASS 'For Better or Worse?'</p>	<p style="text-align: center;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE 'All Mixed Up'</p>
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To identify and compare how technologies have changed or stayed the same over time • To sequence events in chronological order • To make informed judgements on whether technology has made our lives better or worse <p>In Term 3 children will be learning about technology and how it has changed over time. They will identify how changes in technology shape the everyday lives of people and how it has impacted on people's lives.</p> <p>They will identify technologies that are used in the home and school environment and make judgements about them.</p> <p>They will learn about the terms past, present and future and explore how timelines can be used to show how things have changed over a period of time.</p> <p>Children will be given the opportunity to choose a technology and research and record their findings in a photographic timeline.</p> <p>Students will invent a new product. They will alter the object they chose to research and modify it with the aim of improving its purpose.</p> <p>At the end of the unit students will come up with a final decision as to whether technology has improved our daily life or made it worse.</p> <p>RELATED EXCURSION: The Year 2 cohort will be visiting the Caboolture Historical Village in Week 5 of this term (Tuesday, 13th August).</p>	<p><u>MUSIC:</u> Miss Georgia Mannell</p> <p>This term we are developing our team working and sharing abilities, by working closely with our "instrument families" to make and create our own rhythms and explore calls and responses in Music. This term we will be focusing a lot on the written aspect of music and deepening our understanding of musical symbols and beat.</p> <p><u>MEDIA ARTS:</u> Mrs Leesa Keaton</p> <p>The students will be exploring the Book Week books this term. They will focus on two texts to create meaning from and respond to the illustrations, characters and story line to create artwork that will be displayed in the library during Book Week.</p> <p><u>PHYSICAL EDUCATION:</u> Mrs Alaana Sheppard</p> <p>This term in Physical Education, students will practise and develop the fundamental skills of kicking and striking the ball through participation in activities and modified games. They will experiment with different ball shapes, sizes and weights along with different racquet/bat shapes and test their effectiveness when used in active play and minor ball games.</p> <p><u>LOTE (Japanese):</u> Mrs Georgette Harrison</p> <p>日本語： In Term 3 students will learn how to ask for common Japanese foods in a restaurant, develop their listening skills and use food related phrases i.e. いただきます, said before eating. おいしい！</p>	<p>Our Science Unit for this term focuses on Chemical Science. We are surrounded by mixtures — the air we breathe and the food we eat and drink. Chefs try mixing ingredients in different ways to make tasty combinations and interesting textures.</p> <p>Through inquiry, scientists have developed mixtures that are useful for all kinds of purposes, such as alloys, amalgams and paints. Many things that we take for granted every day are the result of scientific inquiry into mixtures. For example, how different our lives would be without the array of inks, glues and detergents at our disposal. In the 'All Mixed Up' unit, students will learn about materials that don't mix well and others that are difficult to separate.</p> <p>Through hands-on investigations, students will explore how changing the quantities of materials in a mixture can alter its properties and uses.</p> <p><u>HEALTH</u></p> <p>The focus for this term is on developing positive attitudes and opinions. The emphasis is on ability, or what a person can do, not what they cannot do. The Personal and Social Capabilities (from the Australian Curriculum) to be covered during the term include:</p> <ul style="list-style-type: none"> • recognising personal qualities and achievements (Students will identify and describe personal interests, skills and achievements and explain how these contribute to family and school life) • becoming confident, resilient and adaptable • describing ways to include others to make them feel that they belong • Identifying and practising emotional responses that account for their own and others' feelings