



TEACHING AND LEARNING OVERVIEW - YEAR 2, TERM 1, 2018

MATHEMATICS:

ENGLISH

RELIGION
'Saying Sorry and Forgiving Others'

Learning Intentions:

- Represent and order numbers up to 300
- Continue number patterns involving skip counting
- Represent number patterns on a number line
- Use and explain strategies for solving addition and subtraction problems
- Name, describe, sort and model the features of three-dimensional objects
- Use calendars to locate specific information
- Name and order months and seasons
- Recognize multiplication as repeated addition
- Represent multiplication as groups and arrays
- Identify practical activities and everyday events that involve chance

Our model of teaching Mathematics includes:

- 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

Learning Intentions:

- To develop student reading and comprehension strategies
- For students to consistently spell high frequency words correctly in their writing
- To develop student writing and speaking skills
- To analyse the features of different texts and identify language features used to describe characters and settings

Our teaching and learning programs balance and integrate all three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

This term the students will continue to engage with a variety of texts for enjoyment. They will listen to, read, view and interpret spoken, written and multimodal texts. Students will identify literal and implied meaning, main ideas and supportive detail. When reading, they will use letter-sound relationships to identify words. They will create texts, drawing on their imagination and prior knowledge. In these texts they will demonstrate how images support the meaning of a text. They will use a range of punctuation conventions to create accurately structured sentences.

Learning Intentions:

- Identify and describe terms such as loving, just, welcoming and forgiving
- Identify teachings and actions of Jesus through New Testament stories that reveal aspects of God's nature
- Make connections between sin (missing the target) and the consequences of their choices
- Investigate how the Sacrament of Penance (reconciliation) can help to build a world of love
- Identify and describe ways in which believers seek to heal broken relationships through reconciliation, forgiveness and prayer

Students are introduced to the fertile question, "How can I continue to build a world of love?" and explore ideas about God's love and God's relationship with Jewish people as revealed in stories from the Old Testament.

Students will be analyzing some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They will make connections between Jesus' teaching and actions and the way members of the Church community live today.

They will recognise that free choices may harm an individual and their loving relationship with God, with others and with all creation.

<p style="text-align: center;">HASS ‘What is the Story of My Place?’</p>	<p style="text-align: center;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE ‘Water Works / Water Cycle’</p>
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> To recognise that people in different places are connected to each other and there are factors that influence these connections To explain why places are important to people Pose questions about familiar and unfamiliar places and collect information to answer these questions To present findings in a range of texts <p>In Term 1 students will identify the world’s geographical divisions and the location of Australia. They will learn that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another. They will use a globe or maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local state (town, rural area or city), regional scale, national scale or region of the world scale.</p> <p>Students will use geographical tools to locate and name the continents, oceans, equator and North and South Poles. They will collect and record geographical data and information, such as observations and photographs to identify examples of how places are defined by different groups. They will represent connections between places by constructing a map that incorporates symbols.</p>	<p>MUSIC: Mrs Joy Dawson</p> <p>In term 1, Year 2 students will practise Beat and learn about space and line notes on the Music Staff. Students will also be learning the difference between so-mi in sound and hand signs while singing a song.</p> <p>DIGITAL TECHNOLOGY: Mrs Leesa Keaton</p> <p>Year 2 students will be focusing on starting to learn to search using kid friendly search engines to retrieve images and information.</p> <p>They will explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)</p> <p>PE: Mrs Alanna Shepherd</p> <p>This term in Physical Education, students will develop loco-motor and object control skills. They will perform the object control skills of catching, throwing and bouncing in a variety of situations. Students will experiment with different ball shapes, sizes and weights and test their effectiveness when used in active play and minor ball games. They will work cooperatively with a partner and in groups when practising new skills.</p> <p>LOTE (Japanese) : Mrs Georgette Harrison おかあさんは だれ ですか。 (Who is your mother?) We will be learning how to name family members in Japanese and identify ownership of items, i.e. おかあさんの ワンピース (It’s Mum’s dress), noticing that Japanese people use the katakana alphabet to write foreign words (wanpiisu = one-piece dress)</p>	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> To understand where water comes from To understand and explain the water cycle <p>Our Science unit for this term focuses on the fact that water is essential to life. As humans, we not only drink water, we also use it for cooking, hygiene, recreation and agriculture. Australia is a dry continent with an expanding population, and how we use water has become increasingly important. Water is a precious resource.</p> <p>The ‘Water Works’ unit presents us with an ideal way to link Science with Literacy in the classroom. This unit provides opportunities for students to develop an understanding of, and appreciation for, a precious natural resource. Through investigations, students explore how water is used, where water comes from and how to use it responsibly.</p> <p>HEALTH ‘What Makes a Good Friend?’</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> To examine influences that strengthen identities Understand the purpose of having rules in society Understand how to effectively make friendships and discuss how people should be treated Contribute to groups and understand how to work well in a group <p>In this unit students will explore rules of the classroom and society and how these can be used to effectively communicate and form relationships. They will discuss social rules and how these can be used to be a good friend to others. Students will identify how emotional responses can impact on others’ feelings and demonstrate positive ways to interact with others.</p>