




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

MATHEMATICS	ENGLISH	RELIGION 'Clues from the Past'
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform and informal units • Compare masses of objects using balance scales • Explain what length is and how to measure it • Measure the length of everyday items from end to end using informal units (MAB blocks) • Compare lengths visually and with numbers • Order groups of objects from the smallest in length to the longest • Measure, compare and order shapes using informal units of area • Arrive at the conclusion that a standard measure is important to ensure consistent measuring • Represent and order numbers up to 600 • Continue number patterns involving skip counting • Use and explain strategies for solving addition and subtraction problems • Use calendars to locate specific information <p>Our model of teaching Mathematics includes:</p> <ul style="list-style-type: none"> • 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><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To develop student reading and comprehension skills by employing such strategies as Skippy Frog, Tryin' Lion, Stretchy Snake, Lips the Fish, Flippy Dolphin, Eagle Eye and Chunky Monkey • For students to re-read and edit text for spelling, sentence-boundary punctuation and text structure • To further develop and enhance student writing and speaking skills • To listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion <p>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.</p> <p>This term the students will continue to engage with a variety of texts for enjoyment. They will orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution. Students will identify visual representations of characters' actions, reactions, speech and thought processes in narratives.</p> <p>They will create texts, drawing on their imagination and prior knowledge. In these texts they will demonstrate the understanding that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronoun. Students will use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds.</p>	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To pose questions about the life and times of Jesus and use sources to answer questions • Identify characteristics of the first century Mediterranean world in a scriptural text • Explain how particular scripture stories tell about Jesus' mission and ministry • Make connections between Jesus' teachings and actions and the way members of the Church community live today <p>Students are introduced to the fertile question, "How do the stories about Jesus give meaning to our community today?"</p> <p>The Core Content Areas to be studied include:</p> <ol style="list-style-type: none"> 1. <u>Jesus' Time and Place</u> Who was Jesus? How do we know about him? Where did he live? What did he do? What did he say? Why might he be important to people today? 2. <u>Understanding Stories about Jesus</u> Students investigate three New Testament stories: <i>Jesus Heals Two Blind Men (Matthew: 20:29-34)</i>, <i>Jesus Walks on Water (John 6:16-21)</i>, <i>Jesus Heals a Crippled Woman (Luke 13:10-13)</i>. They identify the purpose and nature of Jesus' mission and ministry as seen in these Gospel stories and describe the effect of Jesus' mission and ministry on the lives of key characters in some Gospel stories 3. <u>The Meaning for our Community Today</u> Students use their learning from the previous two Core Content Areas and clues from the New Testament to make connections between Jesus' teachings and the way the church community lives today.

<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 ‘Watch it Grow’</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 2 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 8 of this term (date still to be confirmed).</p> 	<p>MUSIC: Mrs Joy Dawson In Term 2, students will be learning “So” and “Me” (solfa) in numerous ways. They will be writing solfa on the Music Staff, singing songs by using their solfa hand signs and learning to aurally differentiate between a high sound and low sound.</p> <p>PE: Mrs Alaana Sheppard This term, in Physical Education, students will develop the fundamental skills of running, jumping and throwing through participation in activities and games. They will discuss and demonstrate the ability to select different movements to be successful in athletic events.</p> <p>LOTE (Japanese): Mrs Georgette Harrison 日本語：二学期：Students will learn shapes and combine their knowledge of colours, parts of the body and shapes to describe family members. They will also learn classroom instructions i.e. “Kiite kudasai” (Please listen), and how to apologise. Gomen nasai! ごめん なさい！</p> <p>DIGITAL TECHNOLOGY: Mrs Leesa Keaton Year Two students will be using mini robots to follow a sequence of steps to get to their destination.</p> <p>They will follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems. (ACTDIP004)</p>	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To identify the cycle of changes that plants, animals and people go through from birth to death • To understand that life cycles vary from species to species <p>Our Science unit for this term focuses on the fact that all living things have their own life story, but all species share in the same cycle of growth, change, reproduction and death. Understanding more about the life cycles of various species can help us in many ways. It might help us to protect and preserve endangered species, to manage and control unwanted species like insect pests, or to improve animal husbandry.</p> <p>This unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore the growth of a range of living things and explore the processes of growth and change, of reproduction and death that apply to all animals. Through hands-on activities and investigations, students will compare the growth of living things under different conditions.</p> <p>HEALTH ‘Brain-Focussed Strategies for Learning’</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To understand their emotional responses and those of others • To manage their own emotions and respond in healthy and safe ways to stress • To develop a growth mindset to learning (and life) and identify their own strengths <p>In this unit students will explore how their brains respond to stress. They will develop strategies that help focus their attention, improve their self-regulation skills, build resilience to stress and a positive mindset in both school and life.</p>