



YEAR 2 TEACHING AND LEARNING OVERVIEW - TERM 2, 2019

MATHEMATICS	ENGLISH	RELIGION 'All the World is Sacred'
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Divide collections and shapes into halves, quarters and eighths • Tell time to the hour and quarter hour • Measure, compare and order shapes and objects using informal units • Arrive at the conclusion that a standard measure is important to ensure consistent measuring • Identify the missing element/s in a number sequence • Perform (and explain) simple addition and subtraction calculations using a range of strategies • Represent and order numbers up to 1000 • Continue number patterns involving skip counting • Use calendars to locate specific information <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 problem 	<p>During this term students will create information texts drawing on knowledge they have learnt, including supporting details and images. Students will continue to develop their skills in spelling and punctuation, while experimenting with sentence structure.</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To analyse the structure of factual texts and identify language features used to communicate factual information • For students to use a combination of written and visual information to communicate factual information • To build and consolidate student knowledge of spelling patterns and punctuation protocols • To develop students' confidence in using decoding and comprehension strategies <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. They will practise the decoding strategies of 'Tryin' Lion', 'Lips the Fish', 'Skippy Frog', 'Stretchy Snake', 'Chunky Monkey', 'Eagle Eye' and 'Flippy Dolphin'.</p> <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • DIPHTHONGS (ou, ow) • CONTRACTIONS (they're, we've and can't) • COMMON HOMOPHONES (two/to/too, sew/so and sun/son) • COMPOUND WORDS and PLURAL RULES (i.e. change 'y' to 'i' and add 'es' as in fly>flies and change 'f' to 'v' and add 'es' as in knife>knives) 	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Identify ways in which human beings are called to be co-creators and stewards of creation (e.g. caring for the environment/ responsible use of natural resources) • Promote a specific action of caring for God's creation • Compare and contrast our own actions and behaviours with the moral duty of caring for all creation • Identify ways that God can be seen in people, creation, stories and sacred moments <p>In this unit students are encouraged to recognise the sacredness of God and all creation, especially human life. They will identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they will suggest ways to pursue peace and justice out of respect for human life and all creation.</p> <p>They will reverently participate in a variety of personal and communal prayer experiences, including meditative prayer. They will explore the creation story to understand the idea of covenant as a relationship with God and creation. Students will be introduced to the fertile questions,</p> <ul style="list-style-type: none"> - <i>How can we be stewards of God's Earth and create loving relationships with others?</i> - <i>How can we share the messages of creation in our world?</i>

HASS ‘Australia, You're Standing in It!’	SPECIALIST TEACHERS	SCIENCE ‘Watch It Grow’
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Understand what a landmark/landform is and which specific landmarks/landforms are significant in Australia • Investigate and research important Australian landmarks/landforms such as Uluru, Great Barrier Reef, Sydney Harbour Bridge and Sydney Opera House • Discuss places of significance to Aboriginal and Torres Strait Islander People • Identify important Australian celebrations <p>This unit will focus on the children’s home country, Australia. Students will learn about Australian celebrations, including Australia Day and the importance of the Australian, Aboriginal and Torres Strait Islander flags. The unit will provide students with the opportunity to explore some of Australia’s history, including the First Settlement, Aboriginal life, the First Fleet, convicts, bushrangers and explorers. They will learn about significant landmarks in Australia, identify why they are significant and special, and how they have changed over time. They will also investigate some native Australian animals. Central Inquiry Question: How are people connected to their place and other places, past or present?</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • What aspects of the past can we see today? What do they tell us? • What remains of the past are important to the local community? • What makes a landmark significant? • What makes a landmark special and inviting to people? 	<p><u>MUSIC: Miss Georgia Mannell</u></p> <p>This term, Year 2 students will be further developing their understanding of the head voice for singing. Students will also further their understanding of the beat and rhythm through songs and percussive instruments. Year 2 students will be listening and moving to music from different cultures. They will be introduced to various musical elements so that they can understand what kind of instruments are used to make certain sounds, i.e. soft, happy, loud, sad etc.</p> <p>Relevant Terms: as above, including timber and texture. Rhythm names</p> <p><u>ARTS/DANCE:</u> In dance this term the students are creating choreography that is then used as part of a class dance. Dance is an important component of the arts curriculum that develops co-ordination and skills such as balance. During their weekly dance lessons with Mrs Kay, students will also develop their ability to collaborate as they work individually, in pairs and as a group. Students will refine and rehearse this dance which will be performed at the fete.</p> <p><u>DIGITAL TECHNOLOGIES: Mrs Lauren Baker</u></p> <p>Year Two students will be using mini robots to follow a sequence of steps to get to their destination using a map they have designed. 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>

PHYSICAL EDUCATION:**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.

LOTE (Japanese): Mrs Georgette Harrison

日本語 : In Term 2, students will learn to recognise hiragana and katakana while they read "Watashi no Wanpiisu" ("My Dress") by Kayoko Nishimaki, and translate words and sentences into English. 素敵な ワンピース ですよ !

HEALTH**‘How can we help each other’s minds grow?’****Learning Intentions:**

- To explore how feedback can help others to improve
- Understand that being persistent means trying more than once and trying to improve
- Understand how to effectively give and receive feedback that is helpful
- To manage emotions around receiving feedback

This term’s Health unit looks at all aspects of feedback and how we can use it to produce high quality work. We examine how to give and receive constructive feedback to enhance our learning community.