



TEACHING AND LEARNING OVERVIEW - YEAR 2, TERM 3, 2018

MATHEMATICS

ENGLISH

**RELIGION
'All the World is Sacred'**

Learning Intentions:

- Count to and from 1000
- Identify increasing and decreasing number sequences in 2s, 3s and 5s
- 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
- How to flip, slide and rotate objects or shapes
- How to draw 2 dimensional shapes
- How to collect, organise and represent data to make meaning

Our model of teaching Mathematics includes:

- “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

Learning Intentions:

- To develop student’s confidence in using decoding and comprehension strategies
- 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 continue building student knowledge of spelling patterns and punctuation protocols.

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. Through targeted, weekly Guided Reading Sessions, students will develop their individual reading skills, including decoding and comprehension strategies. There will be a focus on identifying the structure and language used to communicate factual information.

They will create informative 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.

Learning Intentions:

- 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

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. 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, "How can we be stewards of God’s Earth and create loving relationships with others? How can we share the messages of creation in our world?"

MINI UNIT – In the lead up to St Kieran's Day, the children will be taught about our Patron Saint St Kieran and the example he has set for us to follow.

<p style="text-align: center;">HASS ‘Australia, You’re Standing in It!’</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"> • 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 • Explore lifestyles of the Early Settlers • 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.</p> <p>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>MUSIC: Mrs Joy Dawson</p> <p>Children are continuing to use “So” and “Me” (solfa) in their books and vocally saying it. Students will continue to use “taa,” “ti ti” and “sah” in their written work, vocally and playing it. Students will also learn songs used in other languages e.g. Frere Jacques</p> <p>MEDIA ARTS: Mrs Leesa Keaton</p> <p>In Media Arts this term, Year Two students will create an image that expresses a story to an audience using the stimulus of 'Rodney Loses It', a Book Week book. This artwork will be used by the students to present and persuade the audience to read this book.</p> <p>PHYSICAL EDUCATION: Mrs Alanna Shepherd</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>LOTE (Japanese): Mrs Georgette Harrison</p> <p>日本ご : This Unit is about vehicles or “norimono” 乗り物. Students learn to name vehicles, such as Shinkansen, 新幹線, fast and slow and predict which vehicle is the fastest in Japan. 面白い でしょう !</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. 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. Through hands-on investigations, students will explore how changing the quantities of materials in a mixture can alter its properties and uses.</p> <p>HEALTH</p> <p>‘How can we help each other’s minds grow?’</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • 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 <p>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.</p>