



TEACHING AND LEARNING OVERVIEW - YEAR 2, TERM 4, 2018

<p align="center">MATHEMATICS</p>	<p align="center">ENGLISH</p>	<p align="center">RELIGION 'A Covenant People'</p>
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Represent multiplication and division by grouping into sets • 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 recognise the features of 3-dimensional shapes <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 • Posing inquiry questions that allow students to develop their confidence in problem-solving strategies with the opportunity for multiple answers • Consolidate and review previously taught concepts 	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To develop student’s confidence in using decoding and comprehension strategies • To understand how similar story books use similar language features (like repetition) to describe characters and events. • To explain their preference for texts by comparing them to other texts <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. 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 language features used in story books and why they are chosen.</p> <p>They will create imaginative texts drawing on their own experiences. 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 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 • For students to participate in the season of Advent • To recognize the symbols of Christmas in our church • Retell the story of Christmas <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. 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>The students will visit our parish church, ‘The Church of the Real Presence’ in the lead up to Christmas so they can observe the symbols of Advent on display. They will also explore ways in which people help others who are in need (e.g. St Vincent de Paul Society) and will be encouraged to help by making donations to the Christmas hamper.</p>

<p style="text-align: center;">HASS 'What is My Place in the World?'</p>	<p style="text-align: center;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE 'Push-Pull'</p>
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Understand the variety of ways that we are connected to other places (e.g. My grandmother is from Italy, I went to Surfers Paradise for my holiday) • Develop knowledge of the names, locations and features of places in the world • Develop communication skills in finding out and talking about places • Create interview questions to find out how others are connected to places in our world • Locate and name places that we are connected to in Australia and the world • Describe features of the places with which we are connected <p>In this unit of work the students will describe how people in different places are connected to each other and identify factors that influence these connections. They will learn to recognise that places hold different meaning for different people. Through ongoing discussion and research, students will begin to see why the significant features of places should be preserved.</p> <p>Central Inquiry Question: How are people connected to their place and other places?</p>	<p>MUSIC: Mrs Joy Dawson This term Year 2 will be looking at barlines, double barlines, selected instruments from the orchestra and will introduce la to their solfa repertoire.</p> <p>DANCE/DRAMA: Mrs Caroline Lewis This term during our drama and dance lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also be rehearsing and refining a performance. This will culminate in a Christmas Nativity at the end of Term 4.</p> <p>MEDIA ARTS: Mrs Leesa Keaton In Media Arts this term, Year Two students will retell a story and respond through using an app called PuppetPals. Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples. (ACAMA5057)</p> <p>PHYSICAL EDUCATION: Mrs Alanna Shepherd This term in Physical Education, students will practise and develop the fundamental skills of dribbling, passing, catching and shooting through participation in modified Basketball games. They will also continue to explore and participate in variety of modified striking and fielding games. Students will then practise the skills of skipping for fitness.</p> <p>LOTE (Japanese): Mrs Georgette Harrison 日本語 : Students will learn how to use a verb in a sentence i.e. 'Densha ni norimasu' (I ride in the train) and design their own vehicle and describe it using shapes, colours and speed. They will practise writing in hiragana, katakana and kanji (the three Japanese scripts). 面白いそうです！</p>	<p>Forces are at work in everything we do – we push to open doors and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that impact on people in car accidents.</p> <p>The Push-pull unit is an ideal way to link science with literacy in the classroom. The unit provides the opportunity for students to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on the ground. Students identify the effect of the pull of gravity and learn that both air and water can 'push'.</p> <p>HEALTH 'Be Healthy, Be Safe' This unit focuses on student health and nutrition, safe practices in everyday life and being active. The content explores health messages and how they relate to health decisions and behaviours. It also examines strategies students can use when they need help. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence.</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • Identify healthy options for eating time • Identify ways of being safe in the home, school and outside settings