

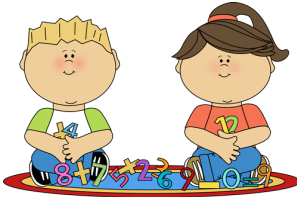







2018 Term Three Overview - Year Two

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>Caring for Creation</u></p> <p>Students will explore the questions “How are we called to look after God’s creation?” and “Why should we look after God’s Creation?”</p> <p>They will explore the concept of Stewardship in the Catholic tradition.</p> <p>Students will look at human impact on the environment and reflect on how they might care for it.</p> <p>They will come to a deeper understanding of how the earth, the people, plants and animals are gifts from God and how important it is to appreciate these gifts.</p> 	<p><u>Reading</u></p> <p>While reading a variety of texts, students will be given opportunities to:</p> <ul style="list-style-type: none"> • Answer literal and inferential questions to show their understanding • Analyse visual images and how they enhance our understanding of texts • Discuss the features of a variety of narratives <p><u>Writing</u></p> <p>While undertaking the writing process, students will be given opportunities to:</p> <ul style="list-style-type: none"> • Create narratives using text features such as orientation, problem, solution and re-orientation • Compose a variety of texts based on their interests and imagination • Use sound-letter relationships and spelling patterns to write unfamiliar words  <p><u>Speaking and Listening</u></p> <p>In Speaking and Listening, students will be encouraged to:</p> <ul style="list-style-type: none"> • Extend their vocabulary and use topic words • Deliver short presentations on familiar topics using appropriate tone and volume 	<p><u>Number and Algebra</u></p> <p>In continuing to develop number skills students will be given opportunities to:</p> <ul style="list-style-type: none"> • Explore and represent multiplication through repeated addition, groups and arrays • Explore and represent division by sharing a collection into equal groups  <p><u>Statistics and Probability</u></p> <p>In probability, students will explore the concept of chance. They will be given opportunities to:</p> <ul style="list-style-type: none"> • Identify and describe the likelihood of events <p><u>Measurement and Geometry</u></p> <p>In measurement and geometry, students will explore the concepts of location and mass. They will be given opportunities to:</p> <ul style="list-style-type: none"> • Interpret maps and describe the position of key features • Compare the mass of objects using balance scales 	<p><u>“Australia’s First People”</u></p> <p>In this unit students will be given opportunities to:</p> <ul style="list-style-type: none"> • Research the connection Aboriginal people have to the land and how this influences their lifestyle • Explore what life was like for Aboriginal people and how it has changed • Investigate why stories are so important in Aboriginal culture  <p><u>Discovery Learning</u></p> <ul style="list-style-type: none"> • Explore provocations that assist them in using their discovery time well • Use Discovery Learning as a springboard for writing different genres 	<p><u>Self and Social Awareness and Management</u></p> <p>Focussing on relationships and interactions with others, students will develop skills required to work collaboratively.</p> <p>They will be encouraged to:</p> <ul style="list-style-type: none"> • Name and describe their own and others’ emotions • Identify the intensity of their emotions • Understand how people may view situations differently 	<p><u>Physical Education</u></p> <p><u>Dance</u> -</p> <p>Throughout the Dance unit this term students will learn to:</p> <ul style="list-style-type: none"> -Move in time to music and the beat of a song -Follow simple directions & actions required to dance to an entire song -Encourage and support others to build confidence and self-esteem <p>Dances learnt will include: Chicken Dance, Macarena, Heel/Toe Polka (and variations of this dance). Students will dance in isolation, with a partner and in small groups.</p> <p><u>Punt Kick</u> -</p> <p>During the Punt Kick unit students will continue to develop the skills required to execute a successful punt kick in a variety of modified activities. The skills include their preparatory position, guiding the ball down to their strong leg (kicking leg) & contacting the ball with their toes</p> <p><u>Visual Arts</u></p> <p><u>Green & Blue</u></p> <p>The students will explore the Elements of Art - Line, Colour, Shape and Texture through collage, printing and scratch back lessons.</p>  <p><u>Italian (Yellow & Red)</u></p> <p><u>MI PIACCONO GLI ANIMALI- I like animals</u></p> <p>Students will continue to revise the greetings and how to introduce oneself in Italian. Through the games and songs the students will revise the Colours and Numbers from 1-20.</p>



Using the big book '**Mi piacciono gli animali**' (I like animals) students will explore Italian vocabulary based around animals. Students will be encouraged to express their likes and dislikes. The focus will be on sentence structure, adjectives and the correct use of gender in the Italian language.

SWPBS:

Respectful:

I listen to the leader who is speaking

Responsible

I do the best that I can

Resourceful

I use classroom displays and resources

Safe

I stay with my group

Learning Dispositions:

Students will be encouraged to identify the dispositions they use in their learning.