


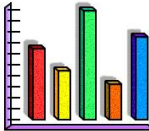








# 2019 Term Three Overview - Year Two

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><b>Signs of God's Love</b> Students will explore the question - <i>How are symbols used to celebrate liturgical seasons in the Church year?</i></p> <p>In this unit students will:</p> <p>Identify the signs and symbols in the Church and their representations Learn about how the Church year begins at Advent and includes the Seasons of Christmas, Lent, Easter and Ordinary Time Explore the signs and symbols that are present in each of the seasons</p>  <p><b>Parish and School Feast Days</b> Students will be given opportunities to continue developing knowledge about Saint Mary MacKillop and Mary the Mother of Jesus. They will participate in a range of activities to celebrate the lives of these Saints.</p>	<p><b>Reading</b> While reading a variety of texts, students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Answer inferential questions to show their understanding</li> <li>• Analyse visual images and how they enhance our understanding of texts</li> <li>• Discuss the features of a variety of persuasive texts</li> </ul> <p><b>Writing</b> While undertaking the writing process, students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Write a range of texts to persuade</li> <li>• Use persuasive language in their writing</li> <li>• Use compound and complex sentences in their writing</li> <li>• Use sound-letter relationships and spelling patterns to write unfamiliar words</li> <li>• Continue developing themselves as an author through bookmaking</li> </ul> <p><b>Speaking and Listening</b> In Speaking and Listening, students will be encouraged to:</p> <ul style="list-style-type: none"> <li>• Extend their vocabulary and use topic words</li> <li>• Share their opinion and the reasons behind them</li> <li>• Recognise that others may have a different view to themselves, and that's okay</li> </ul>	<p><b>Number and Algebra</b> In continuing to develop number skills students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Solve simple division problems</li> <li>• Represent multiplication in different ways</li> <li>• Recognise and explore halves, quarters and eighths</li> </ul> <div style="text-align: center;">  <p><b>MULTIPLICATION DIVISION</b></p> </div> <p><b>Measurement and Geometry</b> In measurement, students will explore the concepts of time on an analogue clock. They will:</p> <ul style="list-style-type: none"> <li>• Revisit o'clock and half hour times</li> <li>• Explore quarter past and quarter to</li> </ul> <div style="text-align: center;">  </div> <p><b>Statistics and Probability</b> In statistics, students will:</p> <ul style="list-style-type: none"> <li>• Generate and discuss survey questions</li> <li>• Gather and organise data using tally marks</li> <li>• Create displays using lists, graphs and picture graphs</li> </ul> <div style="text-align: center;">  </div>	<p><b>Food Glorious Food</b> In this unit students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Explore the tools and equipment used to prepare food safely and hygienically</li> <li>• Categorise foods according to their taste</li> <li>• Design, create and evaluate new food products</li> </ul>  <p><b>Discovery Learning</b> Students will be encouraged to be self motivated learners, with a greater sense of purpose about what they want to achieve and explore. They will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Plan what they will do in Discovery</li> <li>• Reflect on what they have completed and where to next</li> <li>• Share their learning with others in a purposeful way</li> </ul> 	<p><b>Self and Social Awareness and Management</b> This term, we will be Social Detectives. The students will investigate how conflict occurs and consider various strategies they can use to resolve a conflict.</p> <p>Students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Consider different perspectives</li> <li>• Reflect on how our thoughts and emotions will affect our choices</li> <li>• Reflect on how the choices we make can impact others</li> <li>• Identify how big the problem is</li> </ul> <div style="text-align: center;">  </div>	<p><b>Physical Education</b> <b>Dance</b> - Throughout the Dance unit this term students will learn to:</p> <ul style="list-style-type: none"> <li>• Move in time to music and the beat of a song</li> <li>• Follow simple directions &amp; actions required to dance to an entire song</li> <li>• Encourage and support others to build confidence and self-esteem</li> </ul> <p>Dances learnt will include: Chicken Dance, Macarena and the Heel/Toe Polka</p> <p><b>Two-Hand Strike</b> - While participating in this unit students will refine their ability to perform their grip, stance and initiation of the swing to successfully strike a ball pitched to them.</p> <p><b>Italian (Yellow/Red)</b> <b>IL PICCOLO BRUCO MAISAZIO- The Hungry Caterpillar</b> Using the big book 'IL PICCOLO BRUCO MAISAZIO'. Students will</p> <ul style="list-style-type: none"> <li>• explore Italian vocabulary based around the days of the week</li> <li>• healthy and unhealthy eating</li> <li>• be encouraged to express their likes and dislikes.</li> </ul> <div style="text-align: center;">  </div> <p><b>Library Media</b> Through the RSPCA approved farming program, students will:</p> <ul style="list-style-type: none"> <li>• investigate the ethical food choices people make</li> <li>• consider how personal</li> </ul>

feelings can influence our views of what is right and wrong.

**Visual Art (Green/Blue)**

Students will

- explore painting techniques, principles of design and elements of art (line, colour, space, shape, texture and form) through drawing, painting, papier mache, collage and mixed-media projects.

**SWPBS:** Students are encouraged to conduct themselves according to the “3R’S”

***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 use equipment and utensils safely

**Learning Dispositions:** The following dispositions will be taught throughout all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.