

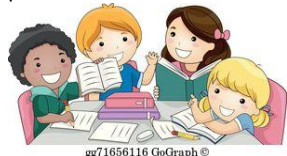
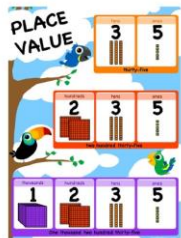

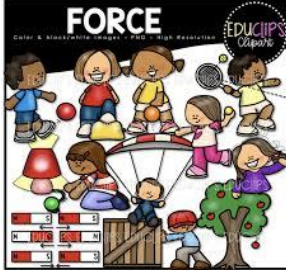






# 2020 Term One Overview - Year Two

<b>Religious Education</b>	<b>English</b>	<b>Mathematics</b>	<b>Inquiry</b>	<b>Wellbeing</b>	<b>Specialists</b>
<p><b>Relationships with God</b> In the unit 'Relationships with God' students will explore the question 'How does my friendship with God help me to be a good friend?'</p> <p>During the season of Lent, students will reflect on the qualities of friendship, having a deeper relationship with God and come to know about their own personal qualities to be a better friend.</p> <p>Students will explore scripture stories from both the Old and New Testament and explore the different relationships with God.</p> <p>Students will participate in classroom and school prayer opportunities. They will participate in mass during the term.</p> 	<p><b>Reading</b> While experiencing a variety of texts, students will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Enhance their comprehension skills</li> <li>• Analyse texts that build on their prior knowledge.</li> </ul> <p><b>Writing</b> Students will be given opportunities to write texts to inform and explain in a variety of ways. They will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Edit for spelling during writing tasks</li> <li>• Edit to add detail (adjectives) to their writing</li> <li>• Punctuate writing using full stops and capital letters</li> <li>• Use familiar sound patterns when spelling words.</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>• Share their learning using prompts</li> <li>• Converse with others in partnerships and small group tasks</li> <li>• Generate ideas with a partner before beginning the writing process.</li> </ul> 	<p><b>Number and Algebra</b> Students will develop number skills with opportunities to:</p> <ul style="list-style-type: none"> <li>• Read, write and order numbers to 1000.</li> <li>• Skip count forwards and backwards from different starting points.</li> <li>• Add and subtract using a range of concrete materials and strategies</li> </ul>  <p><b>Measurement and Geometry</b> In measurement, students will explore the concepts of time and length. They will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Use informal units to measure and compare the length of a variety of objects</li> <li>• Name and order months and seasons</li> <li>• Use calendars to identify the day, date and the number days in a given month</li> </ul>  <p><b>Statistics and Probability</b> In probability, students will explore the concept of chance. They will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the likelihood of events</li> </ul>	<p><b>Science, Design and Technologies</b> In the unit, 'We Like To Move It, Move It', students will explore the question "How do things move?" They will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Investigate how things move.</li> <li>• Conduct experiments designed to demonstrate forces on objects.</li> <li>• Use the scientific process to describe forces on objects.</li> <li>• Design, construct and test their own creation that moves.</li> </ul>  <p><b>Discovery Learning</b> In Discovery Learning, students will engage in areas of interest to explore and investigate concepts through play. They will choose from a range of experiences to create, imagine, construct, discover or invent.</p> <p>Students will reflect on their learning and make connections to the following dispositions: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.</p>	<p><b>Self and Social Awareness and Management</b> Students will focus on their relationships and interactions with others and the skills required to work collaboratively.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Explore personal strengths and describe how these strengths are useful.</li> <li>• Identify a range of emotions and describe their intensity</li> </ul> 	<p><b>Physical Education</b> <b>Locomotion</b> In this unit students will continue to develop their skills in running and dodging in a variety of modified activities. The skills include their ability to run and change direction quickly and efficiently.</p> <p><b>Underarm Toss</b> In this unit students will continue to develop their skills in underarm tossing using a variety of different balls/objects and a wide range of objectives. The skills include their stance, aim and effort required.</p> <p><b>Visual Arts(Red)</b> In Visual Art, students will:</p> <ul style="list-style-type: none"> <li>• explore and express ideas through drawing, painting, collage and mixed-media projects</li> <li>• Experiment with principles of design and elements of art (mainly line, colour, space, shape and texture)</li> <li>• learn about famous artist Paul Klee and create an artwork inspired by his work.</li> </ul>  <p><b>Italian(Yellow/Blue)</b> Students will explore the Italian names of common fruits. They will learn phrases to express which fruits they like and don't like. Students will</p>

participate in a variety of songs, games and other activities to build their confidence in using key words and phrases. They will have opportunities to develop their listening, speaking, reading and writing skills.



**Library Media**

As part of the Inquiry unit 'We Like To Move It, Move It', students will explore simple machines through stories and information. They will also investigate actions that are considered right and wrong from a variety of perspectives.

**Technologies**

In technologies students will start to explore what is acceptable, responsible communication online and what entails unacceptable, irresponsible communication online. They will also be working towards independently and effectively logging-in to the school's chromebooks and accessing a variety of online content such as their email and Seesaw.

**SWPBS:** Students are encouraged to conduct themselves using the "3RS"

**Respectful:** I take turns when working in groups

**Responsible:** I unpack and pack my own bag

**Resourceful:** I use classroom displays and resources

**Safe:** I walk carefully in the classroom

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