



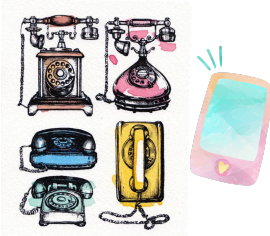





2024 Term Four Overview - Year Two

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>Season of Hope</u></p> <p>Students will explore the season of Advent, reflecting on what Advent is about and why we celebrate it. They will also look at the symbols of Advent and their meanings.</p> <p>They will discover how the people of God waited for Jesus to be born and compare this to how we wait and prepare during Advent.</p> <p>Students will reflect on how they can bring joy, peace and love to others so that they have hope.</p> 	<p><u>Reading</u></p> <p>Students will continue to build on their comprehension and vocabulary by using inferring, summarising and finding new words when reading.</p> <p>Students will read a variety of stories by an author and explore themes and structure through the writing style of the author.</p> <p>They will continue refining their CAFE reading strategies to decode and gain a deeper understanding of the text they are reading.</p>  <p><u>Writing</u></p> <p>Students will continue to follow the writing process and be given opportunities to plan and</p> 	<p><u>Number and Algebra</u></p> <p>Students will use their understandings of addition, subtraction, multiplication and division to solve problems using a range of chosen strategies and explain their reasoning</p> <p><u>Measurement and Geometry</u></p> <p>Students will build upon their knowledge of shapes by describing 2-dimensional shapes, identifying the key features of each, using terms such as 'opposite, parallel, curved and straight</p>  <p>They will identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations</p> <p><u>Statistics and probability</u></p>	<p><u>Time Travellers</u></p> <p>Students will explore the changes to daily life from the past. They will also compare objects used in the past and present</p> <p>Students will generate wonderings about the past and investigate these using the research process. They will compare life then to life now, and investigate why it has changed.</p>  <p><u>Discovery Learning</u></p> <p>Students will continue to engage in purposeful and meaningful Discovery Learning. They will reflect on learning dispositions by identifying the learning that occurred and responding to feedback.</p> <p>Students will engage</p>	<p><u>Social Awareness and Management</u></p> <p>Students will describe actions that are both safe and unsafe in a range of environments. They will also explore behaviors to make others feel like they belong.</p>  <p>Students will prepare for the transition into Year Three.</p>	<p><u>Physical Education</u></p> <p>Gymnastics:</p> <p>Students will continue to explore the elements of balance, spatial awareness, strength, body manipulation and landings through various movement challenges and sequences.</p> <p><u>Forehand Strike</u> Students will refine their ability to perform their grip, stance and initiation of the swing to successfully strike a ball tossed to them.</p> <p>Students will also be introduced to the game of bat tennis. Basic rules and gameplay concepts will be explored.</p> <p><u>Library Media</u></p> <p>Students will explore the features and uses of the Yarra River. They will investigate the variety of ways people look after the river, including the traditional owners, the Wurundjeri people. Students will then link these ideas to actions that are considered right and wrong from a variety of perspectives.</p>



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compose written pieces for a specific purpose. They will extend on their use of vocabulary and grammar and apply more descriptive and topic-specific language to make their writing more complex.

Speaking and Listening

Students will experiment with and learn how to present their published work to small groups using audience-appropriate tone and volume.

Students will collect, represent and interpret data using lists, tables and graphs on questions of interest, explaining what they discovered.



themselves in extended projects by following their own interests and considering ways they can enhance their own learning and knowledge.



Performing Arts

In Performing Arts this term students will explore music and dance. They will listen to various songs and pieces of music and create dance sequences to match what they hear. Students will investigate music using their voice and body. They will be exposed to various parodies and explore how to use rhyme to compose their own class parody. Students will explore beat and tempo and use this understanding to add movement and body percussion to their song.

Digital Technologies

Students will apply and build on their knowledge of block coding. They will solve basic coding puzzles by following a sequence of steps.

They will also begin to apply their knowledge to program simple robots using LEGO SPIKE JUNIOR Robotics kits.

Italian

Students will use the book *Mi piacciono gli animali* to explore the Italian vocabulary of animals.

Students will write sentences to describe their chosen animals using a variety of adjectives. Students will participate in a variety of

					activities to build their confidence in using keywords and phrases.
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PBL

Respectful: I allow others to learn.
I listen to the opinions of others.

Responsible: I work cooperatively.
I follow the rules of the ICT agreement.

Resourceful: I seek solutions to problems.
I access a variety of sites and technologies to support my learning.

Safe: I keep passwords and personal information private.

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