



Learning Update #3

Year 2 Term 3 Teaching and Learning – here's what's happening in class

Dates & Events; Term 3		Learning – Term 3
Diary – Term 3 – Year 2		Subject Topics – what we are teaching
<ul style="list-style-type: none"> • 31st July • 30th July – 2nd Aug • 2nd – 3rd Aug • 8th Aug • 14th Aug • 15th Aug • 16th Aug • 17th Aug • 22nd Aug • 31st Aug • 3rd Sept • 10th – 13th Sept • 15th Sept (Saturday) 	<ul style="list-style-type: none"> • ICAS English • Bramble Bay Schools Music Festival • Bramble Bay Track & Field Athletics Carnival • NAIDOC Assembly • ICAS Maths • EKKA Holiday • Science Week Show – Street Science • Chappy Disco • Book Week Parade • Father's Day Sausage Sizzle • Parent Teacher Interview bookings close • Parent Teacher Interviews • BHSS Springfest Fete 	
Spring Fest Fete – 15th September		Instrumental Music – Strings Selection
Class Contributions – 15th September Classes are preparing for our biennial BHSS P&C Springfest Fete fundraiser. Your volunteering skills are required to help with <ul style="list-style-type: none"> • Running the Year 2 stall • Admiring the Year 2 Pompom rugs – maybe you can try them out! • Donating materials (see the newsletter for what to collect and send to school each week) The P&C work hard at our school to raise funds, having in the past achieved major projects such as the air-conditioning of the school classrooms to improve learning for the whole day (remember those boiling hot afternoons as a child?) and contributing to the upgrade of computers and equipment across the school.		Selections under way later this year BHSS has a remarkable tradition of supporting our music programme, and it is later this year that Mrs Wood, our classroom music teacher, administers a musicality screening test that shows musical aptitudes of our students. This information is used as the basis for selecting students for the String programme in Year 3, and the Band programme in Year 4. The String Programme is taught by Ms Rebecca Moore, and students who are interested in playing the violin, the viola, the cello or the double bass are encouraged to talk to Mrs Wood about an expression of interest.
Parent Teacher Interviews & Reporting – Term 3		
Parent Teacher Interviews – Week 9 (10th – 13th September) Bookings will open on the 27 th August, with details on how to register online, and login and book a time with your child's teacher being provided on a note coming home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au . Interviews are 15 minutes long, and cover the general progress your child is making academically and in supporting daily learning routines and expectations. This is a great chance to chat to your child's teacher about how you can support the goals your child has in reading.		
Keeping in Touch		
Be a part of the life of our school.		
Teacher contacts: 2/3E: jeccl3@eq.edu.au 2D: adura2@eq.edu.au 2R: jrosc1@eq.edu.au 2Y: hjyou0@eq.edu.au	Key information sources <ul style="list-style-type: none"> • Our School Newsletter (sign up @ the BHSS website) • Our School website www.baldhillss.eq.edu.au • The Q-Schools App • Twitter @BHSSPrimary • Ring to explain absences to our office (3261 1554) • Email our school's front desk at admin@baldhillss.eq.edu.au 	Term Three 2018 <ul style="list-style-type: none"> • Our P&C meetings • Tuckshop roster • Weekly Assemblies • The Spring Fest Fete

<p>ENGLISH – ‘Exploring Characters’ Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>English – Assessment Assessment 1: Comparison; <i>Format: Written</i>; Students compare characters in two versions of the same story and express a preference for a character. Assessment 3: Reading/Viewing/Listening; <i>Format: PM / PROBE2 / PAT-R standardised passage</i>; Students read a short passage aloud to the teacher and then answer comprehension questions about it.</p>
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<p>MATHEMATICS In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – <i>Understanding, Fluency, Problem solving and Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Using units of measurement, Chance, and Data representation and interpretation.</i></p>	<p>Mathematics – Assessment Assessment 1: Identifying and continuing additive number patterns; <i>Short answer questions</i>; Students identify and continue additive number patterns. Assessment 2: Time; <i>Short answer questions</i>; Students complete short answer test on time concepts. Assessment 3: Money and additive concepts; <i>Short answer questions</i>; Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p>
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<p>SCIENCE – ‘Good to grow’ Students examine how living things, including plants and animals, change as they grow.</p>	<p>Science – Assessment Assessment: Exploring growth; <i>Supervised assessment</i>; Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>
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<p>HASS (Humanities and Social Sciences) – ‘Impacts of technology over time Inquiry question: <i>How have changes in technology shaped our daily life?</i> Students investigate continuity and change in technology used in the home and compare and contrast features of objects from the past and present.</p>

<p>HPE (Health) – ‘Stay Safe’ Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations.</p>
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<p>HPE (Physical Activity) – ‘Foot-eye coordination skills’ Students develop the skills required to play soccer. They learn and apply skills of dribbling, passing, kicking, throw-ins, attacking and defending.</p>

<p>THE ARTS (Music) – ‘Save the world’ Students explore a range of songs rhymes and chants based on the theme of Earth's resources and how they can be used and managed. Students develop their understanding of the elements of music with new duration and pitch concepts. They use same and different phrases/rhythms, perform in canon and sing a simple song whilst performing an ostinato.</p>

<p>TECHNOLOGY – ‘Properties of materials’ Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and made a model of an amusement park ride with moving parts that could spin or turn.</p>

