



Learning Update #2

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

Dates & Events; Term 2		Learning – Term 2
Diary – Term 2 – Year 2-3E		Subject Topics – what we are teaching
• 19 th April:	• School Cross Country & Fun Run	<ul style="list-style-type: none"> • English: Unit 2: Persuasive Texts 'Come to my special Place' • Mathematics: The focus this term in Maths is on <i>Number and Place Value</i> and <i>Chance and Data</i>. • Science: Unit 2: <i>Our Physical World</i> • HASS Unit 1: : Unit 1: <i>Our Unique Community and Exploring places near and far</i> • HPE (Health): 'Feeling Safe' (new AC unit trial) • HPE (Physical Activity): 'Athletics Spectacle – Sports Day Preparation' (new AC unit trial) • The ARTS (Media): 'Persuade to Protect' • The ARTS (Music): 'Let's Celebrate, Let's Remember' and 'Musical Characters' (new AC unit trials)
• 20 th April	• Parent Teacher Interview bookings close	
• 24 th April:	• School ANZAC Assembly	
• 25 th April	• ANZAC Day holiday	
• 30 th Apr – 3 rd May	• Parent Teacher Interviews	
• 2 nd May	• Turrbal Trail Assembly	
• 3 rd May	• Yr 2 Caboolture Historic Village excursion	
• 15 th – 18 th May	• Yr 3 & 5 NAPLAN Testing	
• 23 rd May	• Chappy Week assembly	
• 29 th May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	
• 1 st June	• 3T (and 5 x 3E) History Incursion 'Times they are a-changing'	
• 7 th June	• 3P (and 5 x 3E) History Incursion 'Times they are a-changing'	
• 8 th June	• 3R (and 5 x 3E) History Incursion 'Times they are a-changing'	
• 18 th June	• Athletics – Senior 800m run	
• 21 st June	• Yr 3 Planetarium Excursion	
• 22 nd June	• Talent Night Show – BHSS Hall	
• 26 th June	• Senior Sports Day	

Parent Teacher Interviews & Reporting – Term 2

Parent Teacher Interviews – Week 3 (30th April to 3rd May)

Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child's teacher provided on a note that came 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 adjusting to school and classroom routines and expectations. Chat to your child's teacher about the goals your child has in reading.

Student Progress reports

These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

Keeping in Touch	Homework
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Be a part of the life of our school.

Term Two 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

Teacher contacts:

- 2/3E: jeccl3@eq.edu.au
- 3R: rtibb1@eq.edu.au
- 3P: jpfef6@eq.edu.au
- 3T: mtoon4@eq.edu.au

Key information sources

- 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

This year homework consists of daily reading practice and a workbook with a variety of Maths and English tasks. The children should mostly be able to attempt the homework on their own and ask you to check it over at the end. Reading is the most important element of homework and we ask you to support your child in completing their daily practice. **Homework is set on Wednesday and returned the following week.**



ENGLISH – ‘Persuasive Texts: Come to my Imaginary Place’

Students study many persuasive texts comprehending the generic structure of introduction, body and conclusion. Features such as fact statements, exaggerations, half-truths, questions and interesting sentence starts are investigated. Cohesive devices, appropriate vocabulary and varied sentence structure is studied.

English – Assessment

Assessment 1: **Brochure** *Format: Written*; Students prepare a brochure using Publisher
Assessment 2: **Write a persuasive letter**; *Format:*; Students write a letter of persuasion to encourage a visit to their Special Place.
Assessment 3: **Present brochure and letter to peers**
Format: Spoken

MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Using units of measurement, Chance, and Data representation and interpretation.*

Mathematics – Assessment

Assessment 1: **Conduct a chance experiment**; *Investigation*; Students collect and interpret data from a simple chance experiment.

SCIENCE – ‘Our Physical World’

Students study different forces and how they affect an object's movement or shape. Students investigate that heat can be produced in many ways and can transfer from one object to another.

Investigating Our Physical World

Year 2 Assessment: *Experimental investigation*: Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.

Year 3 Assessment: *Format: Short answer test*; Students complete a short answer test on heat energy and complete a scientific report: Heated up.

HASS (Humanities and Social Sciences) – ‘Our Unique Community’ and ‘Exploring places near and far’

Students study different places around the Pacific investigating differences between cultures and the celebration of special days.

Inquiry question: *How and why are Anzac Day commemorations significant for different groups?*

Students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.

HPE (Health) – ‘Feeling Safe’

Students explore risk-taking behaviours, their rights and responsibilities and decision-making strategies. They explore bullying and strategies to reduce it and identify people who can help.

HPE (Physical Activity) – ‘Athletic Spectacle – Sports Day Preparation’

Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. They learn and apply skills for athletic field and running events.

THE ARTS (Media) – ‘Persuade to Protect.’

Students explore representations of people, setting, ideas in advertising and persuasive presentations.

THE ARTS (Music) – ‘Let's Celebrate, Let's Remember’ and ‘Musical Characters’

Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. Students explore the elements of music and listen to, sing and play music building from Year 2. They sing simple melodic lines, learn and use hand signs for *doh* and engage with canons in listening activities.