



Learning Update # 1

Year 2 Term 1 Teaching and Learning – here’s what’s happening in class

Dates & Events; Term 1	Learning – Term 1										
<p>Diary – Term 1 – Year 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">• 31st Jan:</td> <td>• Parent Information Evening – in classrooms</td> </tr> <tr> <td>• 14th Feb:</td> <td>• Assembly – Investiture ceremony</td> </tr> <tr> <td>• 21st Feb:</td> <td>• School Photos</td> </tr> <tr> <td>• 9th Mar:</td> <td>• Chappy Disco (tbc)</td> </tr> <tr> <td>• 29th Mar:</td> <td>• School Cross Country & Fun Run</td> </tr> </table>	• 31 st Jan:	• Parent Information Evening – in classrooms	• 14 th Feb:	• Assembly – Investiture ceremony	• 21 st Feb:	• School Photos	• 9 th Mar:	• Chappy Disco (tbc)	• 29 th Mar:	• School Cross Country & Fun Run	<p>Subject Topics – what we are teaching</p> <ul style="list-style-type: none"> • English: Unit 1: ‘Exploring Informative Texts’ • Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the term, and revisited as students build skills across their schooling. • Science: Unit 1: ‘Materials in Our World’ • HASS (History/Geography) Unit 2: ‘Impacts of Technology Over Time’ (new Australian Curriculum Unit trial) • HPE (Health): ‘I am Important’ • HPE (Physical Activity): ‘Let’s Get Moving & Cross Country Fun Run’ (new Australian Curriculum Unit trial) • The ARTS (Visual): ‘New Stories’ (new AC unit trial) • The ARTS (Music): ‘Different Places’ (new AC unit trial)
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Keeping in Touch

Be a part of the life of our school.

<p>Teacher contacts:</p> <p>2/3E: jeccl3@eq.edu.au 2D: adura2@eq.edu.au 2R: jrosc1@eq.edu.au 2Y: hjyou0@eq.edu.au</p>	<p>Key information sources</p> <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 	<p>Term One 2018</p> <ul style="list-style-type: none"> • Our P&C meetings • Tuckshop roster • Weekly Assemblies
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Weekly Specialist Timetable – Year 2

	2D	2/3E	2R	2Y
Phys Ed	Monday	Tuesday	Tuesday	Monday
Music	Tuesday	Tuesday	Monday	Friday
Library	Tuesday	Monday	Friday	Tuesday

HOMEWORK

<p>Homework tasks are set weekly by each class teacher. Homework is usually designed to be additional practice of material already covered in class. Sometimes the task has been begun in class, and needs completion at home. If the set work is causing conflict in your house, or you need to check in about an issue, please contact your class teacher to sort things out.</p>	<p style="text-align: center;">Helping readers at home</p> <ul style="list-style-type: none"> • Share at least one library book for pleasure together each day with your child. Dads can make a real difference here, and you get a free cuddle too. Reading the same books over and over really helps with learning more complex language and new words. • 1 book a day before enrolment = 2 years schooling – boost skills now! • ‘Readers’ (those simple books brought home with a ‘level’ number on them) are for practice. They’re for getting ‘reading miles on the clock’. Help your child to ‘flow’ fast enough through the words to keep the meaning. The pictures are sometimes vital to reading the story.
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<p>ENGLISH – ‘Exploring informative texts’</p> <p>Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image to report on key facts.</p>	<p>English – Assessment</p> <p>Assessment 1: Reading/Viewing/Listening; <i>Format: PM Benchmark / PROBE2 standardised passage</i>; Students read a short passage aloud to the teacher and then answer comprehension questions about it.</p> <p>Assessment 2: Informative Text; <i>Format: Written</i>; Report on key facts - create an informative text with a supporting image and present text to the class.</p> <p>Assessment 3: Informative Text; <i>Format: Oral Presentation</i>; Present an informative text to the class.</p>
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<p>MATHEMATICS</p> <p>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</i> and <i>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</p> <p>Assessment 1: In the toyshop window; <i>Format: Investigation</i>: Students conduct a survey to collect, represent and describe simple, single-variant data.</p> <p>Assessment 2: Describing, representing and using additive concepts; <i>Format: Short answer questions</i>: Students describe, represent and use additive concepts in different situations.</p>
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<p>SCIENCE – ‘Materials in Our World.’</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.</p>	<p>Science – Assessment</p> <p>Assessment: Combining materials for a purpose; <i>Format: Experimental investigation</i>: Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>
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HASS (Humanities and Social Sciences) – ‘Impacts of Technology Over Time’

Students Inquiry question: *How have changes in technology shaped our daily life?* Learning opportunities support students to: investigate continuity and change in technology used in the home, e.g. in toys or household products; compare and contrast features of objects from the past and present; sequence key developments in the use of a particular object in daily life over time; pose questions about objects from the past and present; describe ways technology has impacted on peoples' lives making them different from those of previous generations; and use information gathered for an investigation to develop a narrative about the past.

HPE (Health) – ‘I am important’

Students explore how their identity is shaped by personal characteristics, experiences and relationships.

HPE (Physical Activity) – ‘Let’s Get Moving & Cross Country Fun Run.’

Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students learn bat and ball skills to develop co-ordination. They also learn and develop skills for a range of running and modified field events.

Students learn how to dribble a ball with their foot and kick a ball correctly.

THE ARTS (Visual) – ‘New Stories.’

Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

THE ARTS (Music) – ‘Different Places’

Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding. Students explore the elements of music and listen to, sing and play music. They use beat in simple and compound times (ta, ti ti and sa) and melodic contour by listening, playing and singing simple melodic lines.



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