



# Learning Update #2

Year 2 Term 2 2019 Teaching and Learning – here's what's happening in class

## ENGLISH – 'Stories from Australia'

Students explore Australian poetry and stories, visual art and music inspired by the environment, historic buildings or where an author or artist lives, including Aboriginal Peoples and Torres Strait Islander Peoples who have stories, poetry, oral narrative traditions deeply connected to land and country. They analyse texts using new knowledge of context, language and visual features.

## English – Assessment

Assessment 1: **Poetry**; *Format: Written*; Students create an innovation of a known poem.  
Assessment 2: **Poetry**; *Format: Oral Presentation*; Present their poetry innovation to a familiar audience  
Assessment 3: **Reading/Viewing/Listening**; *Format: PM / PROBE2 / PAT-R standardised passage*; Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.

## 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: **Identifying and continuing additive number patterns**; *Short answer questions*; Students identify and continue additive number patterns.  
Assessment 2: **Time**; *Short answer questions*; Students complete short answer test on time concepts.  
Assessment 3: **Money and additive concepts**; *Short answer questions*; Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.

## SCIENCE – 'Toy Factory'

Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their

## Science – Assessment

Assessment: **Designing a toy**; *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.

## HASS (Humanities and Social Sciences) – 'Present connections to places'

Students Inquiry question: *How are people connected to their place and other places?* 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) – 'Our Culture'

Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong.

## HPE (Physical Activity) – 'Take Your Marks, Get Set, Play!' and 'Sports Day'

Students develop skills for a range of running and modified field events, working towards preparing for Sports Day.

## THE ARTS (Visual) – 'New Stories.'

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

## THE ARTS (Music) – 'Musical Stories'

Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

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.

