

YEAR 2 LEARNING UPDATE TERM 2, 2021

ENGLISH

Exploring Characters

We read, view and listen to a variety of literary texts to explore how characters are represented in print and images. We 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.

We analyse texts using new knowledge of context, language and visual features..

Assessment

Assessment Task 1 – Written Task: Expressing a preference for a character. We compare characters in two versions of the same story and express a preference for a character.
Assessment Task 2 – Reading comprehension assessment, especially fluency and high-frequency words

MATHEMATICS

We continue with increasing and decreasing number sequences involving 2s, 5s, 10s, and 3s, and work with modelling and ordering numbers to 100. We are learning to recall simple addition and subtraction facts using a range of strategies.

We tell the time to the quarter hour, and identify the date and how many days there are in a month.

Assessment

Student portfolio of work, including pre and post-test assessments to measure individual student needs and personal improvement, work samples and checklist observations completed with teachers.

SCIENCE

'Toy factory'

We understand how a push or pull affects how an object moves or changes shape. We 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 our everyday lives.

Assessment – Exploring growth

We 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.

HASS (Humanities and Social Sciences)

'Present connections to places'

We unpack the question, "How are people connected to their place and other places?"

We identify individuals, events and aspects of the past that have significance in the present. We identify and

describe aspects of our community that have changed and remained the same over time.

HEALTH & PHYSICAL EDUCATION

'Take Your Marks, Get Set, Play!' & 'Sports Day'

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

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#) focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. Students will participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

Health

We identify unsafe situations and where to get help if/when we are faced with an emergency. This includes rehearsing phone calls to 000 so we need to know our own address and phone number, and how to make a call.

THE ARTS

Music

'Musical Stories'

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

Visual Arts

'New Stories'

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

SUSTAINABILITY

Our Year 2's are responsible for maintaining the school's green house. Throughout the year we maintain existing plants, pot new plants from seeds, seedlings, and cuttings, weeding, and watering. This happens all year and is linked to many of our other units of work.

