

**ENGLISH****Exploring Narratives through 'The Worry Tree'****Narrative Writing – add in a new chapter.**

In this unit students share, read and listen to "The Worry Tree" by Marianne Musgrove. They explore the structure of narratives and how authors use various language features to engage the audience. Students then plan and write their own chapter to add to "The Worry Tree" following the 7 Steps narrative story graph. Reading comprehension strategies are focused on through CAFÉ lessons (Comprehension, Accuracy, Fluency and Expand Vocabulary).

**Assessment:**

**Task A:** Written Task – Add a new chapter to "The Worry Tree" story.

**Task B:** Reading Comprehension- respond to comprehension questions focusing on literal and inferred meaning, sequencing, main idea, making predictions and vocabulary.

**MATHEMATICS****Year 2 –**

We will be working with money, learning how to represent money in various ways. We also work with probability (chance), describing the likelihood of every day events, and identifying and explaining all possible outcomes. We will learn about using informal units to measure, order and compare lengths, mass, and capacity. We will count to and from 1000 and perform addition and subtraction using a range of strategies. We will explore division concepts by grouping collections into equal sets.

**Year 3 –**

We start the term working with money, learning how to represent money in various ways and how to calculate change. We also work with probability (chance), describing the likelihood of every day events, identifying all possible outcomes from games, trials and investigations and explaining if the games/trials are fair. Later in the term, we are learning about using metric units to measure, order and compare lengths, mass, and capacity. We will recall multiplication (and related division) facts – focusing on the two, five, ten and three times tables.

**Assessment**

Student portfolio of work. Summative tasks include short answer tests and investigations.

**SCIENCE****Year 2 - 'Save planet Earth' (with Yr2 Buddy Class)**

We investigate Earth's resources. Students will describe how Earth's resources are used and the importance of conserving resources for the future of all living things.

**Assessment – Exploring growth**

Students identify different uses of one of Earth's resources and describe ways to conserve it.

**Year 3 (Semester Units)****'What's the matter?' (with Mrs Durand)**

We investigate how a change of state between solid and liquid can be caused by adding or removing heat. We explore the properties of liquids and solids.

**Assessment**

Students complete a short answer test about matter to demonstrate their understanding of liquids and solids.

**'Spinning Earth' (with Ms Tibbits)**

We will investigate the movement of the Earth and suggested explanations for everyday observations such as day and night, sunrise, sunset and shadows.

**Assessment**

Students create a multimodal presentation about their understanding of the regular changes of the Earth and its rotation.

**HASS (Humanities and Social Sciences)****Year 2 - 'Impacts of changing technologies over time' (with Yr2 Buddy Class)**

We unpack the question "How have changes in technology shaped our daily life?"

**Year 3 - 'Celebrations, Communities and Changes' (with Mrs Toon)**

We investigate continuity and change in technology used in the home and compare and contrast features of objects from the past and present.

**We unpack the questions:**

- Who lived here first and how do we know?
- What is the nature of the contribution made by different groups and individuals in the community?

**Assessment:** Students use sources of information to answer inquiry questions about different groups in our community.

**'Exploring places near and far' (with Miss Pfeffer)**

In this unit we unpack the question "How and why are places similar and different?"

We identify connections between people and the characteristics of places. We describe the diverse characteristics of different places at a local scale and explain the similarities and differences between the characteristics of these places.

**Assessment:** Students complete a short answer test.



## **HEALTH & PHYSICAL EDUCATION**

### ***Food & Nutrition & Safe School, Classroom & Playground – with Mr Green***

Students learn about the Australian Guide to Healthy Eating and its categories. They discuss influences of the food and drink people consume and what food is needed to stay healthy. Students will examine a number of messages in the media and on the internet about food, and discuss the information about healthy eating, assessing if the sources promote accurate health messages.

Later in the term students identify how regular physical activity promotes health and look for opportunities available to be active at school. They also explore ways that our school could promote positive healthy choices (for both food and physical activity).

### ***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 Framework: 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](#).

## **THE ARTS**

### ***Dance with Ms Ito***

Students learn about the elements of dance (space, time, dynamics, shapes and objects). We will explore movements and storytelling through dance to a variety of music. We also learn about First Nations' storytelling, expressed through dancing. Students will work in groups to create a simple dance to Aboriginal and Torres Strait Islander Music. Later in the term, we will learn, rehearse and perform a dance for our school community.

## **TECHNOLOGY – Digital**

### ***Year 2 'Computers; handy helpers' (with Mrs K)***

We continue to learn and apply *Digital Technologies* knowledge and skills through guided play and tasks integrated into other subject areas.

### ***Year 3 'Digital Technologies' (Semester Project with Mr Fenoglio)***

We collect data about what students do at lunch time. Eg. Where can they play? What can they do? Data sets are made into a table, then into graphs and visual representations (map of school with locations for lunch activities). We will offer recommendations to the school admin team to improve options for lunch time.

## **SUSTAINABILITY**

The **Year 3's** will be working to construct the Solar Buddies that were purchased by the Chaplaincy program from the funds raised by BHSS students last year. More information about solar buddies can be found at <https://www.solarbuddy.org/>