

# YEAR 2-3 LEARNING UPDATE TERM 3, 2021

## ENGLISH

*Narrative Writing* – add in a new chapter.

We share, read and listen to **The Worry Tree** by Marianne Musgrove. We explore the structure of narratives and how authors use various language features to engage the audience. We then plan and write our 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

Assessment 1: Written Task – Add a new chapter to “The Worry Tree” story.

Assessment 2: Reading Comprehension

## MATHEMATICS

We start the term counting, ordering and representing money values in multiple ways. Year 3 students will count the change required for simple transactions. We will also be recognising and representing multiplication as repeated addition, groups and arrays (Year 2) and recalling multiplication facts of two, three, five and ten and related division facts (Year 3).

We will also compare and order objects based on length, area, volume and capacity using informal and formal units. Ongoing throughout the term we will collect, check, classify and record data collected.

### Assessment

Student portfolio of work, including pre and post-test assessments to measure individual student needs and personal improvement.

## SCIENCE

*“WaterWorks”* and *“Spinning in Space”*

We investigate the use of water at home and in the school environment. We observe and understand the movement of the earth and how the moon changes.

### Assessment

**Year 2** – *Water at home* – students identify places in the home where water is found and will organise their ideas in a graphic organizer.

**Year 3** – *Day and Night* – students complete an annotated diagram to explain day and night and consider the implications of different time zones.

## HASS (Humanities and Social Sciences)

‘Places Similar and Different’

In this unit students will investigate:

- What is a place?
- How people are connected to their place and other places.

- The natural and human features of places.
- What factors affect people’s connections to places?

## Health & Physical Education

‘Polo Hockey’

We perform specialised hockey skills, propose and combine movement concepts and strategies to achieve movement outcomes, and demonstrate fair play and skills to work collaboratively during hockey activities and games.

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

Music - ‘Musical Characters & Action’

We make music and respond to music by exploring the ways that characters from film, television and media are portrayed musically.

## Sustainability

The **Year 2’s** are responsible for maintaining the school’s green house. Throughout the year they will be maintaining existing plants, potting new plants from seeds, seedlings, and cuttings, weeding, and watering.

The **Year 3’s** are currently in the process of establishing an exciting new sustainability project in the school. Mr Robertson is currently investigating. More information to come...

## Technologies – Design

We investigate the question ‘What’s for Lunch?’ We investigate food and fibre production and food technologies used in modern and traditional societies. We will design and make a food item that includes modern and traditional technologies.

