

YEAR 2-3 LEARNING UPDATE TERM 4, 2021

ENGLISH

Information Report

We research, plan and write an *information report* about a country. We create a poster to present our report and use the poster to accompany a spoken presentation of the findings.

Reading comprehension strategies are focused on through CAFÉ lessons (Comprehension, Accuracy, Fluency and Expanded Vocabulary) especially the strategy “Fact and Opinion”.

Assessment 1: Written Task – Plan, draft and publish (poster) an Information Report on a country.

Assessment 2: Spoken presentation to share findings about chosen country.

Assessment 3: Reading Comprehension- respond to comprehension questions focusing on literal and inferred meaning, sequencing, main idea, making predictions and vocabulary.

MATHEMATICS

We start the term modeling and representing unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole. We then recognise angles in the environment and real situations and compare them as larger than or smaller than a right angle (Year 3).

We continue recognising and representing multiplication as repeated addition, groups and arrays (Year 2) and consolidate recalling multiplication facts of two, three, five and ten and related division facts (Year 3).

Throughout the term we name, draw and identify the key features of 2D shapes (Year 2) and 3D objects.

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

SCIENCE

“Push and Pull” and “Friction”

We investigate how a push or pull affects how an object moves or changes a shape and describe how heat can be produced through friction.

Assessment: Student portfolio of work, including observations of investigations conducted in lessons.

HASS (Humanities and Social Sciences)

‘Places Similar and Different’

We continue to investigate:

- How and why places are similar and different.
- What it would be like to live in a different country.

- How people’s feelings about places influence their views about the protection of places.

Health & Physical Education

“All Codes Football”

We focus on soccer skills and other codes of football (e.g. *Touch* and *Auskick*). We learn and demonstrate the fundamental movement skills of soccer throughout a range of soccer activities. We also demonstrate team work and co-operation during team-based sequences and challenges.

From weeks 2 to 5 coaching, staff from *Football Australia* will work with all classes during our lessons. It is great to have them with us. They definitely make the learning experiences fun and enjoyable for all.

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 - ‘Songs of Australia’

We make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.

Sustainability

Our Year 2’s are responsible for maintaining the school’s green house. Throughout the year we maintain existing plants, potting new plants from seeds, seedlings, and cuttings, and weeding, and watering.

Our Year 3’s are awaiting a new sustainability project in the school – looking after water quality.

Technologies – Design

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

Technologies – Digital

We explore the programs *Tinkercad* and *Scratch* to design and produce a spoon to use with the food item made in our design technology project.

