

# YEAR 2 LEARNING UPDATE

## TERM 2, 2023

### 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. We compare how similar characters are depicted in two literary texts and write a text expressing a preference for either character, giving reasons.

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

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 assessment, relating to fluency and high-frequency words

### MATHEMATICS

We continue with increasing and decreasing number sequences involving 2s, 5s, 10s, and represent multiplication as equal-sized groups and repeated addition. We interpret common fractions such as halves, quarters and eighths. We measure and compare objects based on length, area, volume and capacity, and interpret simple maps to follow and give directions.

#### Assessment

A 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

#### 'Pushing and Pulling Forces'

We learn about *push* and *pull* forces. We participate in a number of investigations exploring questions about push and pull forces, including about toys, hula-hoops, and rolling toy investigations. We make predictions, and use informal measurements, drawings and tables to communicate and compare our results, observations and ideas.

#### Assessment

Push and pull Investigations (series of mini-investigations)

### HASS (Humanities and Social Sciences)

#### 'Bald Hills Community'

We continue to unpack the questions:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?

- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

### 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 activities 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*. We participate in weekly lessons with our class teachers.

### THE ARTS

#### Music

We are learning to create soundscapes that tell musical stories. We explore how percussion instruments can mimic sounds of places or actions, such as rain or a person running, and then learn how to notate music in a creative way. We will also learn about where and why people make music.

#### Sustainability

In Year 2 we maintain existing plantings, and pot new plants from sprouted seeds, from seedlings, and from cuttings. We also weed and water plants to actively shape our environment.

