

YEAR 2-3 LEARNING UPDATE

TERM 1, 2023

ENGLISH

'Narratives & Innovations'

Together we share and explore a variety of short, narrative texts. We will build understanding about the purpose of a narrative and the elements needed including structure, characters and language used. Students will use the 7 Steps Narrative Writing Graph to analyse shared texts and also to help plan their own innovation on a familiar narrative.

Assessment

Assessment Task 1: Writing – create a short narrative, adding a new event to a known story

Assessment Task 2: Reading Comprehension

MATHEMATICS – Year 2s

We begin the term with revising addition and subtraction strategies and will then recognize, model and represent numbers to 1000. Next, we will work with time, learning the days of the week, months and seasons to the year (o'clock, half past) on digital and analogue clocks. Later in the term we will investigate counting patterns, and number sequences.

Assessment

Numbers to 1000 Short Answer test

Time Short Answer Test

Number Patterns and Sequences Short Answer Test

MATHEMATICS – Year 3s

We begin the term with revising addition and subtraction strategies and will then recognize, model and represent numbers to 10 000. Next, we will work with time, writing and reading times (o'clock, half past, quarter past and to & time to the minute) on digital and analogue clocks. Later in the term we will investigate counting patterns, and number sequences. We then investigate odd and even numbers.

Assessment

Numbers to 10000 Short Answer test

Time Short Answer Test

Number Patterns and Sequences Short Answer Test

Odd and Even Number Short Answer test

Assessment

Student portfolio of work, including work samples and short answer tests.

SCIENCE – Year 2s:

Working with the Year 2 classes

'Growing & Changing'

In this unit students explore how living things grown, change and have offspring. Students will explore the different



characteristics of life stages in animals and plants. Students will discuss and compare observations and represent and communicate their understanding and ideas using images and words.

Assessment

Lifecycle Classroom Project

SCIENCE – Year 3s:

2 x Semester-long Units

1. 'Is It Living?' with Ms Durand

We learn about grouping living things based on observable features and that living things can be distinguished from non-living things. We justify sorting living things into common animal and plant groups based on observable features.

Assessment

Investigating Living Things: We group living things based on observable features and distinguish them from non-living things.

2. 'Hot Stuff!' with Ms Tibbits

We learn about how heat energy is produced and the behaviour of heat when it transfers from one object to another. We will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will plan and conduct investigations about heat and heat energy transfer. They will collect and record their observations.

Assessment

Investigation & Short Answer test

HASS (Humanities and Social Sciences)

– Year 2s:

'Changing Technology' With Mrs K

Students will examine changes in technology over several generations. They will pose questions and explore how changes in technology have shaped our daily lives. Students will explore changes in technology in the home, for communication, transportation, toys and entertainment.

Assessment

Current and Past Communication and Entertainment Devices Investigation

HASS – Year 3s:

1. 'Democracy, Communities and Rules' with Mrs Toon

Students will identify groups in the community and explore how people can participate. They learn about the roles of rules in the community and how they can be made democratically.

Assessment

Short Answer test

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HASS – Year 3s:

2. 'Geography' with Miss Pfeffer

Students will learn about mapping conventions and about the worlds' climate zones. Students will locate and label Australia's states, territories and capital cities on maps, also investigating maps of First Nations' Australians.

Assessment

Short Answer test

Health & Physical Education

Fitness Fun & Cross Country

We examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping. We practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences.

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs for us, and provides evidence-based, practical strategies to build our 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 explore a range of songs, rhymes, and games for music making and responding to music. We explore elements of performance, singing simple melodic lines, engaging with canons in listening activities and identify these elements in analysing pieces.

