

# YEAR 2-3 LEARNING UPDATE TERM 2, 2023

## ENGLISH

### 'Persuade Me'

Together we share and explore the texts from the pigeon series by Mo Willems. We learn how to analyse persuasive texts. We investigate ways persuasive language features are used to influence an audience. Later, we create our own persuasive text. We also look at how to use comprehension strategies to answer questions about stories read.

Assessment 1: Writing a persuasive text.

Assessment 2: Reading Comprehension- respond to comprehension questions focusing on literal and inferred meaning, sequencing, main idea, making predictions and vocabulary.

Assessment 3: Spoken presentation – Book Report.

## MATHEMATICS

We start the term recognising and representing division as grouping in equal sets (Year 2) and solving multiplication problems (Year 3). We continue working on addition and subtraction number facts and solving problems with these using a range of mental and written strategies.

Later in the term we conduct chance and data experiments, and plan how to present data efficiently and meaningfully. We also interpret and create simple maps and investigate the effect of slides, flips and turns (Year 2) and symmetry (Year 3).

Assessment

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

## SCIENCE

### 'Push 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 toys, hula-hoops, and rolling toy investigations. We make predictions, use informal measurements, drawings and tables to communicate and compare the results observations and ideas.

Assessment

'Push and Pull Investigations' (series of mini-investigation)

### Year 3 – 'Is It Living?' with Mrs Durand

We continue to 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.

### Year 3 – 'Hot stuff' with Ms Tibbits

We continue to investigate how heat energy is produced, and the behaviour of heat when it transfers from one object or area to another.

Assessment – Understanding heat:

We complete a short answer test on heat energy and complete a scientific report: *Heated up*.

## HASS (Humanities and Social Sciences)

Year 2 – 'Bald Hills Community' with Mrs Kersnovske, and Year 3 – Celebrations, Communities and Changes' with Mrs Toon

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

### 'Athletic Spectacle – Sports Day Preparation'

We learn and develop skills for a range of running and field events, working towards preparing for Sports Day. We learn and apply skills for athletic field and running events.

### 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 for 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 also learn about where and why people make music.

### Sustainability

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.

