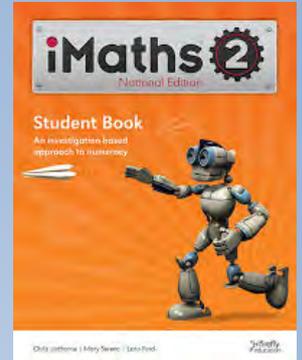


YEAR 2

Term 3 Overview 2017

Maths

Investigations: The Big Squeeze, Pizza Party



Number and Algebra

- Recognise and represent multiplication as repeated addition, groups and arrays
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Count and order small collections of Australian coins and notes according to their value

Measurement and Geometry

- Compare masses of objects using balance scales
- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
- Interpret simple maps of familiar locations and identify the relative positions of key features

Statistics and Probability

- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them
- Identify a question of interest based on one categorical variable. Gather data relevant to the question

Religion

Empowered to Love

- Shares ways people can show love for others by doing what is good for them.
- Recognises that people sometimes need to show love in ways that do not please others
- Proposes answers to wonder questions about God who created love.
- Celebrates that God loves each personally.
- States ways Jesus showed love for Mary and Joseph.
- Jesus promises the Holy Spirit to help his followers to love personally
- Explains what families and schools would be like if everyone received the special strength of the Holy Spirit to help them love like Jesus.
- States that Mary was filled with the Holy Spirit.
- Illustrates examples of how the Spirit strengthened Mary to love personally.
- States that through Confirmation people receive the Spirit who helped Mary.
- States examples of ways Jesus' followers love their parents

Joining in the Lord's Meal

- Identifies personal experiences of their souls moving people to show love.
- Wondering at the Creator of the soul
- Expresses wonder at the Creator of the human soul.
- Celebrates that God is spirit and present everywhere.
- Jesus has a human soul
- Identifies that Jesus has a human soul.
- Jesus is present in the Eucharist
- Retells the central incidents from the story of the Last Supper.
- Identifies that when people gather for the Eucharist, they do so to praise God by remembering the central words and actions of Jesus at the Last Supper.
- Identifies ways the classroom or school would be different if people went to Jesus for help to be more loving.
- God's family gathers to celebrate the Eucharist to receive spiritual strength and nourishment
- Outlines why and when God's family gathers to celebrate the Eucharist.
- God's family worships Jesus in the Eucharist using special actions vessels and words
- Identifies the special actions and sacred vessels used during Eucharist (Mass) as well as outside Eucharist (Mass).
- Jesus calls his followers to love God and others
- Names ways followers of Jesus are called to love others.
- Demonstrates ways followers of Jesus love God
- Continuing to wonder at the gift of the soul and the help they receive through the Eucharist which strengthens followers of Jesus to love others



HEALTH

Highway Heroes

Connecting 4 Friendships: Playground Resilience & Wisdom

This unit aims to develop children's proactive skills (forming friendships, gaining inclusion, thought/mood management) and reactive skills (dealing with play refusals, friendship difficulties, teasing and bullying).

A HIGHWAY HERO is a child who:

Socially-knows how to be friendly, makes and keeps friends, resolves friendship issues, knows when and how to stick up for themselves.

Emotionally- understands their feelings and the impact on thinking and behaviour; calms down quickly, asks for help when overwhelmed and learns to 'de-catastrophise' patterns of thinking and emoting.

1. Roadmap for Success & Happiness
2. Friends & the Friendliness SPICE
3. The Friendliness SPICE
4. The Triple A's for Refusals
5. The Triple A's for Friendship Flare Ups
6. Assert with Straight Talk



Science



Physical Sciences – Push-Pull

This topic is aligned to the three strands of the Australian Curriculum

Science Understanding

Physical Sciences

Science as a Human Endeavour

Nature and development of Science
Questioning and describing changes in objects
Use and influence of science

Science Enquiry skills

Questioning and Predicting
Planning and conducting
Processing and analyzing data and information
Evaluating
Communicating

Engage

- Engage students and elicit prior knowledge.
- To capture students' interests and find out what they about how a push or a pull affects how an object moves or changes shape.
- To elicit students' questions about how toys move.

Explore

- To provide students with hands-on, shared experience
- Investigating pushes and pulls at home
- Push-pull pursuit
- Guessing game
- Water, water everywhere
- What sinks? What floats?
- Floating on air

Explain

- To support students to represent and explain their understanding of how a push or pull affects how toys move or change shape, and introduce current scientific views.
- Students reflect on their observations and experiences of pushes and pulls.

Elaborate

- Plan and conduct an investigation of the factors that affect a paper helicopter's fall through air.
- Helicopter test flight – show pushes and pulls on a diagram.

Evaluate

- Students represent their understanding and reflect on what they know about how a push or pull affects how an object moves or changes shape.
- Students also reflect on their learning journey.

ENGLISH

Spelling Focus	Spelling Rule	Grammar/Punctuation
be	Every syllable has a vowel. Short vowels are the sounds of letters /a/ /e/ /i/ /o/ /u. Long vowels are the names of letters.	Assessment of Nouns and Pronouns
Or as 'er'	Doubling the letter when adding ing, ed, when a vowel is followed by a consonant.	Adjectives
kle ple	Keeping a single consonant when adding ing, ed, when a vowel is followed by 2 consonants.	Nouns groups
Tle zle	Double l, f, s and z at the ends of words.	Assesment/Verbs
Eer ear	ck goes at the end of words where a short vowel is present	Verbs/ Verbs showing characters action
Ey y	Most words just add 's' to make a plural	Adverbs/phrases
Dge ge	k/ sound at the beginning of a syllable is represented by 'c' when followed by a,o,u,r,l.	Phraese
igh	-/k/ sound at the beginning of a syllable is represented by 'k' when followed by i or e	Test/Text Cohesion
Oar Oor Ore our	Revision	Text Cohesion
Revision	Revision	Langue devise and assesment

THINKNG HATS	THINKERS' KEY	THINKING TOOLS
All six hats reinforced and explored	The Alternative The Variation The Prediction What if ... The Alphabet Key	Venn Diagram Sequencing T Chart PMI KWL Think Pair Share

Learning Experiences will be taken from the chosen texts and will cover the following domains:

Cognitive (skills and processes involved in learning, thinking and understanding)	Sensory Play (Learning through senses)
Socio -Dramatic Play (Learning by role-taking and pretending)	Physical/Manipulative Play (learning by touch/feel/manipulating)
Creative (learning by creating)	Exploratory Play (learning by finding out)

HISTORY

Aboriginal Studies

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial.

- o discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)
- o identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains)
- o identifying and designing a local historical tour of a site (for example one related to a particular cultural group)

