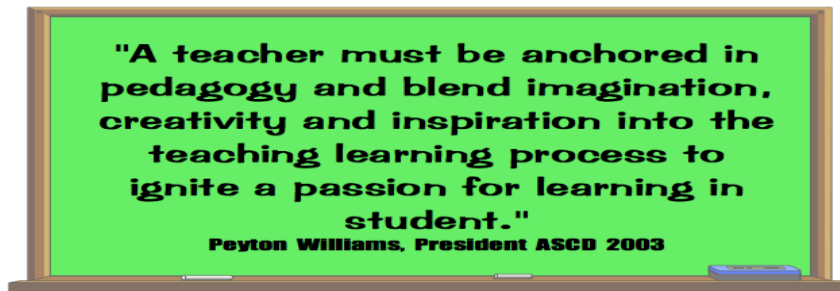
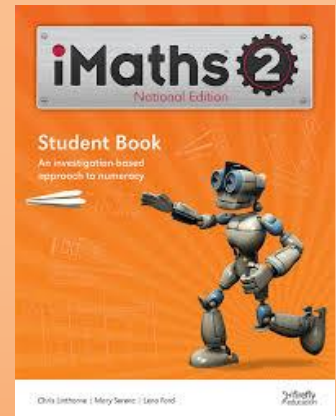


YEAR 2 TERM 4 OVERVIEW



Maths

Investigations: Water wise me: Gone Fishing:
Once upon a castle



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
- Explore the connection between addition and subtraction
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Recognise, model, represent and order numbers to at least 1000

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
- Use a calendar to identify the date and determine the number of days in each month
- Investigate the effect of one-step slides and flips with and without digital technologies
- Identify and describe half and quarter turns
- Describe the features of three-dimensional objects

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

Jesus Forgives –Penance

- Jesus shows we need to work to love God
- Illustrates ways Jesus loved God by working.
- Jesus works by showing people how to be close with God
- Explores ways Jesus asks people to love God and others through the Two Great Commandments.
- Tells that Jesus forgives when people say sorry.
- Jesus works today by forgiving those who disobeyed Commandments
- Recalls Gospel stories that show Jesus forgiving others.
- Catholics pray the special prayer of sorrow to Jesus
- .States an act of contrition (prayer of sorrow).
- Followers of Jesus are called to work like him
- Shares examples of Jesus' second great Commandment to love one another
- Continuing to wonder at human work as God plans

Truth of the Gospels – Advent/Christmas

- Jesus learned as he grew
- Names things which Jesus learned as he grew.
- Jesus showed the Bible teaches God's truths
- Identifies truths God has taught through Jesus in the Gospels.
- Christians celebrate the Bible as the Word of God
- Explores ways Christians celebrate the Bible.
- Christians celebrate the Gospels
- Illustrates Gospel stories that help people learn that Jesus is the Son of God.
- Shares and represents Advent stories.
- Explores key elements of a 'Nativity Scene' and creates their own nativity scene.
- The Bible says what is true
- States one of Jesus' important teachings about love.
- Identifies that one way people can love others as Jesus did is by telling the truth.
- Lists ways people can tell/not tell the truth.
- Continuing to wonder at how Christians learn truths from the Bible



HEALTH

Being Healthy, Safe & Active

WA CURRICULUM:

Strategies and practices that promote Health and Well Being: personal hygiene, healthy eating, sufficient sleep, staying hydrated, regular physical activity

Ways health messages are communicated in the media and how they can influence personal health choices.

- What does Being Healthy mean? (social, physical, emotional/mental & spiritual health)
- The role of good nutrition in promoting and maintaining good health and well being
- Exploring resources available that promote good nutrition
- The importance of regular exercise to maintain good health and well being
- Keeping hydrated
- Rest & relaxation strategies when feeling stressed or worried



English

Genres	Narrative Procedure Persuasive Reports Descriptive Letters
Grammar	Nouns, Adjectives, Verbs, Adverbs, tenses
Punctuation	Capital letters, full stops, commas in lists, apostrophes, Questions marks, Exclamations marks
Reading Strategies (Guided Reading)	Finding the Main Ideas Recalling Facts and Details Understanding Sequence Recognising Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Spelling sound and rule	v/ve as in voice and sleeve zz/ze as in buzz and blaze s/se as in bus and case Adding ing Adding ed to show past tense Changing y to I and add ed I before e except after c Change the f to v and add es

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

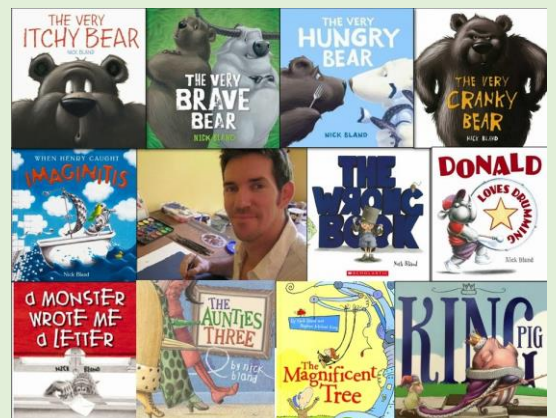
Cognitive (skills and processes involved in learning, thinking and understanding)	Sensory Play (Learning through senses)
Socio –Dramatic Play (Learning by role-taking and pretending)	Physical/Manipulative Play (learning by touch/feel/manipulating)
Creative (learning by creating)	Exploratory Play (learning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

Main Literacy Sources:

The Day the Crayons Quit and The Day the Crayons Came Home by Drew Daywalt

Children will vote on the following books to base language experiences around:

- Nick Bland:
- Twinkle
 - Imaginitis
 - Donald Love Drumming
 - The Wrong Book
 - The Runaway Hug
 - The Very Cranky Bear
 - The Very Itchy Bear
 - The Very Brave Bear
 - The Very Hungry Bear
 - Monster Chef
 - A Monster Wrote Me a Letter



Biological Sciences – Watch it Grow!

This topic is aligned to the three strands of the [Australian Curriculum: Science](#)

Science Understanding

- Biological Sciences **Understanding living things*
- Chemical sciences **Understanding the composition and behaviour of substances*
- Earth and Space sciences * *Understanding Earth's dynamic structure and its place in the cosmos*
- Physical sciences * *Understanding the nature and forces of motion, and matter and energy*

Science as a Human Endeavour

- Nature and development of Science
- Use and influence of science
- Use and influence of science

Science Enquiry skills

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

This teaching and learning model uses the 5'E's

Engage: Engage students and elicit prior knowledge.

To capture students' interests and find out what they know about the way things grow

To elicit students' questions about the life stages of living things.

- o How do they grow?

Explore: To provide students with hands-on, shared experience of the life stages of an invertebrate animal through investigating the growth of a mealworm under different temperature conditions.

To provide shared experiences of similarities and differences between features of babies and children.

To provide shared experiences of matching eggs with parents, using evidence.

- o Diary of a mealworm
- o Now and Then
- o Egg Detectives

Explain: To support students and represent and explain their understanding about the way living things grow, change and have offspring similar to themselves, and to introduce current scientific views.

- o Life stories
- o One step at a time
- o Playing the game

Elaborate: To support students to represent and discuss their investigation of the growth of a mealworm under different temperature conditions.

- o How many days?

Evaluate: To provide opportunities for students to represent what they know about the way living things grow, change and have offspring similar to themselves, and to reflect on their learning.

- o Life stage models

