

English

Language

The year 3's will be focusing, via their news time products, on formulating specific reasons for their opinion and exploring how their use of word choices including evaluative language, e.g., must, might, could, etc., can impact how their opinion is viewed. They will also create well-sequenced and complete narratives based on imagined characters and settings. They will be encouraged to develop these characters using thought out word choices and descriptive adjectives.

The children will continue to have regular and differentiated spelling and grammar sessions. During spelling sessions, they will continue to build their knowledge and skills in this area, including developing the ability to recognise some homophones (two or more words that are said the same but have different meanings and/or spellings), for example, new/knew, no/know, your/you're and there/their/they're.

Literature

The year 3's will continue to create imaginative texts and build on their understanding of characters, settings and events in stories that enhance and influence the mood of the story. They will further explore literature, including drawing on literature from Aboriginal and Torres Strait Islanders and Australian authors, to make connections, share responses and offer personal preferences for literature. This will be achieved through the use of explicit and ongoing exposure to a variety of imaginative texts, via daily stories, writing sessions, News Time strategies and topics as well as during buddy class. With our buddies the children will use a cross curriculum approach to create a multimodal text (a piece of writing that combines two or more ways to communicate, e.g. pictures, music, spoken words or print) based on Aboriginal, Torres Strait Islanders' literature.

Literacy

Continuing along the theme of identifying points of view and alternative points of view the children will recognise, discuss, and speculate on how characters are presented in stories, how they may feel or how some are more privileged than others. This will be achieved by interacting with others while participating in collaborative discussions, building on and connecting their ideas and opinions within the group. They will also be expected to use interactions skills, including active listening behaviours and clear and coherent communication.

During News Time the year 3's will be expected to draw on their own research and use a multimodal means of presentation to their peers. They will also be developing their interaction skills such as, speaking to a group, listening actively for specific information, using/acquiring new vocabulary and experimenting with voice effects such as tone, volume and pace.

This term's reading focus will continue to develop the children's comprehension strategies including determining the main idea, making predictions, and connecting and locating information. This will occur during Guided Reading sessions where learning will be differentiated to suit the needs of each learner.

While creating imaginative pieces of writing the children will be practicing writing clearly formed letters to construct a fluent style of handwriting. They will also be developing their ability to re-read and edit their own writing for meaning, spelling, grammar and punctuation. They will be encouraged to use a variety of means to check their spelling, e.g., dictionaries, glossaries and spell checks.

The Arts

Exploring ideas and improvising with ways to represent ideas

Media Arts

The children will make and share media artworks using story principles, composition, sound and technologies to create a digital question/answer format, e.g. a game, test or read/respond product. They will create a power point presentation, to share their understanding with the class, of an Aboriginal or Torres Strait Islander traditional story.

Dance (Footsteps)

Children will use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. The children will demonstrate safe practice while dancing.

Technologies

The children will continue to manage, explore and experiment with an iPad to capture images and post to media programs such as Seesaw.

They will create an A5 booklet of an Indigenous type of story.

The children will be introduced to coding (giving instructions in computer language) through hands-on games and activities that help them to think like a computer programmer (logical thinking and problem solving). Examples of activities include a Treasure Hunt, which teaches about algorithms and puzzles, mazes, etc.

Visual Arts

The children will make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. This will include collage, Aboriginal or Torres Strait Islander influenced artwork and a choice of presentation methods during News Times.

Year 3 2022 Term 2 Overview Linda Cottle

NAPLAN

In preparation for NAPLAN the children will be participating in practice sessions. The practice test will give learners the opportunity to become familiar with the format and tools used in the NAPLAN environment.

Well-Being

The well-being of all children will be part of an integrated program throughout their learning as well as the use of the following programs, Personal and Social General Capabilities, Child Protection Curriculum, Play is the Way and Australian Curriculum - Health

Mathematics

In maths the year 3's will focus on modelling and representing fractions (halves, thirds, quarters and fifths) by dividing areas, lengths and collections equally. They will also show their understandings around comparing fractions and locating them on a number line.

For addition they will review and build on their understandings of the connection between addition and subtraction. They will also focus on understanding writing equivalent number sentences, using efficient mental strategies to aid computation and applying their knowledge and understandings to larger numbers.

Year 3's will spend time exploring more about units of time which includes using standard instruments and units to describe and measure time to minutes. They will also be expected to read and interpret different representations of time on an analogue clock, digital clock or timer

All children will be involved in problem solving with real-world problems and develop a range of problem-solving strategies to assist them. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. When learners develop positive attitudes towards mathematics and towards their own involvement in doing mathematics they develop confidence in their abilities to reason, select

HASS (History and Geography)

Our HASS unit this term is an integrated approach using History and Geography to understand inquiry questions such as 'How and why are places similar and different?' and 'Who lived here first and how do we know?' This unit of work includes the use of inquiry skills such as questioning, researching, analysing, evaluating and reflecting.

The year 3's will learn about the representations of Australia as states and territories and as places of Aboriginal and Torres Strait Islander people. They will investigate the location of Australia's neighbouring countries and the diverse characteristics of their place.

Focus Points for these inquiry questions include

- Australia on the World Map
- Aboriginal peoples' special connection to country
- Connections with places within and beyond Australia
- Places people have visited in and beyond Australia
- Australia's neighbours
- Other geographical considerations for place
- Flags
- Landmarks
- Capital cities
- Symbolism of flags
- Significant Emblems
- Coat of Arms - Australia
- Australian states and territories

**French: Claudine Deneuve Health/PE: Cam Grigg
Science: Nic Strevens**

English

Language

Year two children will understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context, e.g. class discussions, group work or addressing new people.

Through the Jolly Grammar program year two's will recognise that capital letters signal proper nouns and commas are used to separate items in lists. They will come to understand more about nouns including that they represent people, places, concrete objects and abstract concepts. They will also develop their knowledge around the use of adjectives, often used when writing imaginary stories.

In reading and writing children will be able to manipulate more complex sounds through their knowledge of blending and segmenting sounds and by understanding the different ways that oral language can be divided into smaller components and manipulated. They will understand that a sound can be represented (written) by various letter combinations. This will be achieved through weekly spelling and grammar lessons as well as addressing individual's reading and writing needs. The individual spelling, grammar and writing needs of each learner will be provided for through differentiated instruction including content, resources, and environment.

Literature

The year 2's will continue to create imaginative texts and build on their understanding of characters, settings and events to enhance their story writing. They will further explore literature in order to compare opinions about characters, events and settings in various texts along with giving reasons for their personal preferences. They will explore stories that are both familiar and unfamiliar to them and about people whose lives are like/unlike their own. This will be achieved through the use of explicit and ongoing exposure to a variety of imaginative texts, via everyday reading, writing sessions, News Time strategies and topics as well as during buddy class. With our buddies the children will use a cross curriculum approach to create a multimodal text (a piece of writing that combines two or more ways to communicate, e.g. pictures, music, spoken words or print) based on Aboriginal and Torres Strait Islanders' literature.

Literacy

Through News Times and integrated curriculum, the year two's will prepare and give oral presentations on familiar and new topics. While doing so they will experiment with presentation strategies such as pitch, volume and intonation. Year 2's will also demonstrate appropriate listening behaviour and respond to presentations. During these times they will be exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...' or 'I agree that ...'.

When reading, they will continue to work towards using phrasing and fluency by building on their knowledge of reading strategies such as monitoring meaning, predicting, rereading and self-correcting. They will be involved with focused teaching for the further development of comprehension strategies such as using their prior knowledge, visualising, retelling, using inferring, questioning and summarising to work out the meaning of the text by, for example, responding to focus questions, describing in their own words and offering responses to questions such as 'How do you feel about ...?'-

The children will continue to create short imaginative and informative pieces of writing. They will be building their written vocabulary beyond a small collection of high frequency and familiar words, in meaningful contexts, through explicit teaching, modelling of strategies, prompting via interest words/topics and by providing many opportunities to rehearse and use new and relevant vocabulary. Year 2s will be introduced to re-reading and editing their own writing. Editing strategies will include checking spelling using a dictionary, checking for inclusion of relevant punctuation including capital letters, full stops, question marks and exclamation marks.

The Arts

Exploring ideas and improvising with ways to represent The Arts

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Well-Being

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Year 2 2022

Term 2 Overview

Linda Cottle

French: Claudine Deneuve Health/PE: Cam Grigg

Science: Nic Strevens

Mathematics

The children will take part in diagnostic testing to allow for the identification and to address misconceptions of addition concepts. This will enable children to be involved in skills, knowledge and understandings at their level and be extending as needed. The year twos will explore and solve simple addition and subtraction problems using a range of efficient mental and written strategies, including using doubles, near doubles, number lines, fact families and number sentences for addition.

Telling time for year 2s focuses on using the appropriate time unit to describe the duration of events (uses minutes to describe time taken to clean teeth whereas uses hours to describe the duration of a long-distance car trip). They will also be expected to read time on analogue clocks to the hour, half-hour and quarter-hour. When using calendars, they will need to be able to name and order months of the year, recognise a sequence of seasons on a calendar and use a calendar to identify the date

The year 2 children will come to recognise and interpret common uses of halves, quarters and eighths of shapes and collections and recognise that those sets of objects can be partitioned in different ways.

All children will be involved in problem solving with real-world problems and develop a range of problem solving strategies to assist them. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. This will be achieved through means such as group work as well as spending time reflecting and sharing on their thinking, reasoning, and understandings.

HASS (History and Geography)

Our HASS unit this term is an integrated approach using History and Geography to understand inquiry questions such as 'How are people connected to their place and other places past or present?', 'Who lived here first and how do we know?' and 'What does my place tell me about the past and the present?'

This unit of work includes the use of inquiry skills such as questioning, researching, analysing, evaluating and reflecting.

Year 2s will look at the ways in which Aboriginal and Torres Strait Islander people maintain special connections to place. They will also investigate the way the world is represented in geographic divisions and the location of Australia in relation to these divisions.

Focus Points for these inquiry questions include

- Australia on the World Map
- Aboriginal peoples' special connection to country
- Places people have visited in and beyond Australia
- Australia's neighbours
- Landmarks
- Capital cities
- Australian states and territories