



2022 Year Two Term 3 Learning Journey

Important Days and Information

Sport Day:

Year 1 - Thursday

Year 2 - Thursday

PE Days:

Year 1 - Monday

Year 2 - Wednesday

Please ensure your child wears their sports uniform including a school approved hat.

Additional information can be found in our school newsletters on the Glendore Public School Website:

<https://glendore-p.schools.nsw.gov.au/newsletter.html>

27/7/22: K-2 Hunter Water Show - Free

4/8/22: Education week – 9am Open Classroom – Parents & Caregivers Welcome

15/8/22: K-2 Assembly at 11:30am – Parents & Caregivers Welcome

17/8/22: Grandparents Day & Book Week Parade – Parents & Caregivers Welcome

18/8/22: Author Talk by Belinda Murrell – Cost covered by School

31/8/22: Desserts with Dad - Parents & Caregivers Welcome (\$5 to \$10)

2/9/22: Year Two Awabakal Environmental Education Excursion (\$25)

7/9/22 & 8/9/22: **School Photos**

12/9/22: K-2 Assembly at 11:30am – Parents & Caregivers Welcome

21/9/22: K-6 Incursion: Science Show (\$10)

Term 4: Years 1-4 Swim School (\$100)

**Please note: Changes to dates and costs may occur.*

English

Reading and Viewing

Students will participate in daily whole class and small group modelled, shared or guided reading lessons. They will complete literacy-based activities in reading group rotations that focus on improving phonics, spelling, vocabulary, reading comprehension and handwriting skills. These activities will be differentiated to target the learning needs of all students in the class.

Conceptual Literacy

Students will continue to develop their literacy skills by exploring a range of imaginative, informative and persuasive texts. They will engage in activities to increase their knowledge of text structure, context, grammar, punctuation, word usage and phonics. Teachers will assist students to build their literal, interpretive and inferential comprehension skills and their vocabulary knowledge.

The Term Three focus is on **persuasive writing**. The English concepts of Sustainability, Point of View and Social Understanding, will be addressed. **The Term 3 Focus Texts are:**

- 'LORAX' By Dr Seuss
- 'Refugees' By David Miller
- 'The Tin Forest' By Helen Ward & Wayne Anderson
- 'Where the Forest Meets the Sea' By Jeannie Baker
- 'I Wanna Room' by Karen Kaufman Orloff
- Teachers will also be adding additional persuasive texts to these units throughout the term.

Comprehension

Students will continue to participate in weekly whole class comprehension lessons led by the class teacher and the assistant principal. The focus will be on explicit teaching of the Super Six Comprehension Strategies, e.g., connections, predicting, questioning, monitoring, visualising and summarising.

Writing & Representing

Students will participate in daily writing lessons where they will be learning to create texts through planning, creating and editing. In Term Three, writing lessons will focus on writing persuasive texts e.g., expositions and discussions.

Speaking & Listening Tasks (Oral Language) Term Three focus:

- communicating with increasing confidence in a range of contexts
- listening for specific purposes and information, including instructions
- identifying, reproducing and experimenting with rhythmic, sound and word patterns in poems, chants, rhymes and songs
- exploring different ways of expressing emotions, including verbal, visual, body language and facial expressions
- understanding that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
- retelling familiar stories and events in logical sequence
- describing in detail familiar places and things using adjectives and using figurative language (alliteration)

Note: There will be no take home task for Speaking and Listening this term.

Mathematics

Students will explore the following mathematical concepts through whole class, group and independent tasks throughout Term 3. Lessons will be differentiated to accommodate students working below at, or above grade level expectations.

Whole Number

- count and represent large sets of objects by systematically grouping in tens and hundreds
- use and explain mental grouping to count and to assist with estimating the number of items in large groups
- use place value to partition three-digit and four-digit numbers
- state the place value of digits in numbers of up to three digits

Addition and Subtraction

- use and record a range of mental strategies to solve addition and subtraction problems involving two-digit and three-digit numbers, including: an inverse strategy to change a subtraction into an addition

Multiplication and Division

- model multiplication as repeated addition
- model division as repeated subtraction
- record answers to multiplication and division problems using drawings, words and numerals

Fractions and Decimals

- use concrete materials to model a half, a quarter or an eighth of a collection
- recognise when a collection has been shared into halves, quarters or eighths
- record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation for half ($\frac{1}{2}$), quarter ($\frac{1}{4}$) and eighth ($\frac{1}{8}$)

Patterns and Algebra

- complete number sentences involving one operation of addition or subtraction by calculating the missing number
- solve problems involving addition or subtraction by using number sentences

Two-Dimensional Space

- identify a one-step slide or flip of a single shape and use the terms 'slide' and 'flip' to describe the movement of the shape
- perform a one-step slide or flip with a single shape
- record the result of performing one-step slides and flips, with and without the use of digital technologies
- identify full-, half- and quarter-turns of a single shape and use the terms 'turn', 'full-turn', 'half-turn' and 'quarter-turn' to describe the movement of the shape
- identify and describe amounts of turn using the terms 'clockwise' and 'anti-clockwise'
- perform full-, half- and quarter-turns with a single shape
- record the result of performing full-, half- and quarter-turns of a shape, with and without the use of digital technologies
- determine the number of half-turns required for a full-turn and the number of quarter-turns required for a full-turn
- make designs with line symmetry using paper-folding, pattern blocks, drawings and paintings

Three-Dimensional Space

- recognise that flat surfaces of three-dimensional objects are two-dimensional shapes and name the shapes of these surfaces
- sort three-dimensional objects according to particular attributes, e.g., the shape of the surfaces
- represent three-dimensional objects, including landmarks, by making simple models or by drawing or painting

Area

- compare and order the areas of two or more surfaces that cannot be moved, or superimposed, by measuring in uniform informal units
- record comparisons of area informally using drawings, numerals and words, and by referring to the uniform informal unit used

Length

- record lengths and distances using the abbreviation for metres (m)
- estimate lengths and distances to the nearest metre and check by measuring
- recognise the need for a formal unit smaller than the metre
- recognise that there are 100 centimetres in one metre
- use the centimetre as a unit to measure lengths to the nearest centimetre, using a device with 1 cm markings
- record lengths and distances using the abbreviation for centimetres (cm)
- estimate lengths and distances to the nearest centimetre and check by measuring

Chance

- describe possible outcomes in everyday activities and events as being 'likely' or 'unlikely' to happen
- compare familiar activities and events and describe them as being 'likely' or 'unlikely' to happen
- identify and distinguish between 'possible' and 'impossible' events
- identify and distinguish between 'certain' and 'uncertain' events

Students will also be engaging in small group and partner addition and subtraction games and activities through the TEN Program.

Teachers will be implementing **Number Talks**. Number talks are brief discussions (5–15 minutes) that focus on student solutions for a single, carefully chosen mental math computation problem. Students share their different mental math processes aloud while the teacher records their thinking visually on a chart or board. Teachers explain and guide students in their use of efficient strategies while students may question, critique, or build on the strategies that are shared.

Science and Technology

Science: Physical World

In this unit students will explore light and sound energy and how forces and energy can be used.

Knowledge and Understanding:

- *explore the five senses and the information they provide*
- *explore sources of light and identify the sun as a light source*
- *investigate if light is needed in order to see*
- *investigate if light travels in a straight line*
- *explore sound and how it is made*
- *investigate if similar sounds can be made in different ways*
- *investigate if the pitch and volume of sounds can be changed*
- *investigate how sound travels*

Inquiry Question

What are the different forms of energy around us and how can we detect them?

Digital Technologies: Representation and Analysis of Data

Students will investigate how digital systems display data and use a sequence of steps and decisions to solve problems.

Skill Focus:

- identify how data is represented as pictures, symbols and diagrams
- collect, explore and sort data, and use digital systems to present the data creatively
- explore and identify patterns in data

Inquiry Questions

- What is data and how can we store and represent it?

Geography

Identifying Us – People and Places

Students will investigate places across a range of scales e.g., personal, local, national. They will discuss why people visit other places and identify factors influencing people's accessibility to places e.g., distance. Students will also examine how technology has improved people's access to places.

Inquiry Questions:

- Where are places located in our local area?
- How are people connected to places?
- What factors affect people's connections to places?

Creative Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of 4 interdependent subject areas:

This term students will focus on **Drama**.

In Drama, students will play a variety of drama games designed to give them a deep understanding of the concept of story drama, dramatic elements and conventions. Each of the lessons will use an award-winning picture book as the pretext for exploring an issue or theme within the story.

Skills and Content Focus:

- *explore role interactions in a variety of dramatic situations*
- *make drama in various groupings by responding to the elements of drama (eg tension, contrast, symbol, time, space, focus, and mood)*
- *make meaning through the forms of drama (e.g., improvisation, movement, mime, storytelling, readers theatre, and puppetry)*
- *communicate and express their everyday and imagined experiences in drama as a way to create meaning about them*
- *respond to drama as devisers and audience members*

Personal Development Health and Physical Education

PDHPE is a multi-disciplinary Key Learning Area (KLA) consisting of 3 interdependent subject areas:

Physical Education - Fundamental Movement Skills

Students will continue to develop their fundamental movement skills. As part of the Good for Kids, Good for Life initiative, students will engage in over 150 minutes of physical activity per week at school. Students will participate in activities which explicitly teach the fundamental movement skills of **hop, gallop, kick**.

Inquiry questions:

- What are the different ways we can move our body?
- How can we move and improve our involvement in physical activity?
- How can we participate safely and fairly during physical activity?

Physical Education – Sport

Modified Games: The aim of this unit is to promote a healthy, active lifestyle while developing a range of movement and game skills in a supportive, safe and cooperative environment. Students will be participating in a variety of modified games including, Basketball, Oz Tag, Hockey, Buroinjin, Weme and Tarnambai (Indigenous Games). Please remember to send your child in their sports uniform.

Personal Development and Health

Child Protection: Through this unit, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe and to tell others not to touch their body when they do not want to be touched. Students will practise a range of protective strategies for responding to various situations.

Happier Schools – Choice Theory

Students will continue 'Happier Schools' lessons focusing on the development of their interpersonal skills including Accepting, Negotiating, Listening, Encouraging and Respecting.

Assessment

- Essential Assessment Common Core English and Mathematics (Number, Measurement, Statistics and Probability)
- Weekly Spelling Tests
- Reading Level Assessments - ongoing
- ASA Spelling and Vocabulary Assessment
- ASA Reading Comprehension Assessment
- Weekly Maths assessments – formative and summative
- Key Learning Area Assessments – formative and summative
- Observational Checklists
- Anecdotal records
- Work samples

Homework

Homework will be sent home Monday and returned to school on Friday each week.

Tasks include:

- Weekly Spelling Homework
- Home Reading Program
- Numeracy at Home Games Program
- Online - Reading Eggs, Mathseeds, Studyladder
- Premier's Reading Challenge

Fantastic resources to support students and families can be found in the link: [Everyday maths \(nsw.gov.au\)](https://everydaymaths.nsw.gov.au)

Spelling Homework will commence Week 1 (Tuesday 19th of July 2022)

Home Readers are changed on Wednesday and will recommence in Week 1.

Numeracy at Home Games Program are changed Wednesdays and will commence in Week 1.

Your child will have the opportunity to participate in a wide range of playground activities, extra-curricular programs and be involved in best practice teaching sessions as part of our aim to provide excellence in learning, teaching and leading at Glendore Public School.

Yours in Education,

Ms Samantha McDowell (Assistant Principal Year 2) Teaching RFF, COVID ILSP and Learning Support

2B Miss Anika O'Callaghan

2E Mrs Amy Eacott

2S Mrs Natasha Santleben (Mon, Tues, Wed) & Mrs Lizelle Bennett (Thurs, Fri)

2M Mrs Melissa Butler

RFF Dianne Gill, Carissa Borrow, Sara Buckley