



## 2022 Year Two Term 4 Learning Journey

### Important Days and Information

#### **Sport Day:**

Year 1 - Thursday

Year 2 - Tuesday

#### **PE Days:**

Year 1 - Monday

Year 2 - Wednesday

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

Please refer to our fortnightly 'Glendore Groove' Newsletter for 'What's On' in Term 4.

Newsletters can be found in our 'school newsletters' section on the Glendore Public School Website:

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

### English

#### **Explicit Instruction – Warm-Ups**

Every day, teachers lead students in revision of literacy and numeracy concepts in warm up sessions of up to 15 minutes. The purpose of warm-ups is to:

- consolidate previously taught skills
- automatise learning so that the content is known
- move learning into long-term memory so that it is retrievable in the future, not forgotten

Warm-ups cater for the range of students in the class with different parts the focus for different students.

#### **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 consolidating phonics, spelling, vocabulary, 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 Four focus is **Imaginative Texts**. The English Textual Concepts of Narrative, Character and Representation will be taught.

#### **The Term 4 Texts are:**

- 'Gorilla' by Anthony Browne
- 'The Paper Bag Princess' by Robert Munsch
- 'The True Story of the Three Little Pigs' by Jon Scieszka
- 'The Sound of Silence' by Katrina Goldsaito
- *Thelma the Unicorn* by Aaron Blabey

#### **Comprehension**

Students will continue to participate in comprehension lessons led by the class teacher during Conceptual Literacy Lessons and Guided Reading Groups. 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 Four, writing lessons will focus on writing imaginative texts e.g., poems, narratives, plays.

#### **Spelling**

Spelling Program attends to the four kinds of spelling knowledge (phonetic, visual, morphemic and etymological). Students will be explicitly taught how to use knowledge of letter-sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They will also be learning how to write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter.

#### **Speaking & Listening Tasks (Oral Language)**

##### **Term Four focus:**

- retell familiar stories and events in logical sequence, including in home language

- use turn-taking, questioning and other behaviours related to class discussions
- express a range of feelings in response to a text
- recognise the way that different texts create different personal responses
- discuss characters and events in a range of literary texts or images and share personal responses to these texts, making connections with own experiences
- uses interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

**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 4. Lessons will be differentiated to accommodate students working below at, or above grade level expectations.

### Whole Number

- partition three-digit and four-digit numbers in non-standard forms
- apply an understanding of place value and the role of zero to read, write and order three-digit numbers
- round numbers to the nearest hundred
- estimate, to the nearest hundred, the number of objects in a collection and check by counting

### Addition and Subtraction

- select and use a variety of strategies to solve addition and subtraction problems involving one, two and three-digit numbers

### Multiplication and Division

- solve multiplication and division problems using objects, diagrams, imagery and actions
- 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

### Data

- pose suitable questions that will elicit categorical answers and gather the data relevant to the question
- identify categories of data and use them to sort data
- display data using lists and tables
- record observations based on tables and picture graphs developed from collected data

### Mass

- record masses by referring to the number and type of uniform informal unit used
- compare two or more objects according to their masses using appropriate uniform informal units
- record comparisons of mass informally using drawings, numerals and words, and by referring to the uniform informal units used
- find differences in mass by measuring and comparing
- estimate mass by referring to the number and type of uniform informal unit used and check by measuring

### Volume and Capacity

- compare and order the volumes of two or more objects by marking the change in water level when each is submerged
- record volume and capacity comparisons informally using drawings, numerals and words, and by referring to the uniform informal unit used

### Time

- read analog and digital clocks to the quarter-hour using the terms 'past' and 'to'
- describe the position of the hands on a clock for quarter past and quarter to
- identify which hour has just passed when the hour hand is not pointing to a numeral
- record quarter-past and quarter-to time on analog and digital clocks

### Position

- draw a sketch of a simple model
- use drawings to represent the positions of objects along a path

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 – Push and Pull**

Students will investigate how the forces of push and pull affect the ways objects move on land, water and in the air. They will explore how the strength of a particular force influences the amount of movement. Students will also learn about toys from different cultures and the different forces used to make them move.

#### **Knowledge and Understanding:**

- *explore the forces of push and pull*
- *investigate the amount of force needed to move objects by pushing and pulling*
- *investigate how objects move on land, on the water and in the air*
- *define gravity and how this affects the movement of objects*
- *explore the movement of toys from around the world, including indigenous toys*

#### **Inquiry Question**

How are forces used for a purpose?

### **Digital Technologies: Computer Skills**

Students will investigate how digital systems display data and use a sequence of steps and decisions (algorithms) to solve problems. Throughout this unit students will be taught how to perform a variety of basic computer word processing skills.

#### **Skill Focus:**

- *identify hardware and software components of digital systems*
- *identify a variety of uses for digital systems, e.g., recording/storing information*
- *communicate, collaborate and share information safely, using digital systems e.g., online collaboration tools*

#### **Inquiry Questions**

- What are the components of a digital system and how do we use them?

## Geography

### **Australian People and Places**

Students will explore places across a range of scales within Australia and Australia's location in the world. They will represent and describe the position of towns, cities and land features on maps of Australia and of their local area. Students will gather, organise and display data on the places classmates have visited and examine the factors influencing a person's access to places. They will discuss connections people have with places, both locally and globally and respond to texts to understand the special connection Aboriginal Peoples have to Country.

#### **Inquiry Questions:**

- Where are places located in Australia?
- How are people connected to places?
- What factors affect people's connections to places?
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## Creative Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of 4 interdependent subject areas Visual Arts, Dance, Drama and Music. This term students will focus on **Music**.

The Stage One Music Program, 'Music Tells a Story', integrates music activities with quality children's picture books. Students will be performing, organising sound and listening through the concepts of duration, pitch, dynamics, tone colour and structure. The teaching and learning activities in this unit will support and encourage students to learn about the role of music in the world by understanding the different ways music can be used and appreciated.

#### **Skills and Content Focus:**

- *plays music using body percussion and percussion instruments to explore the concepts of duration, tone colour and structure*
- *explores simple aspects of musical concepts in their singing, playing and moving activities, e.g., changing the tempo, the effects of changing instruments and arranging musical material in a different order*
- *devises symbols to represent sounds, e.g., symbols to represent loud sounds may be large (graphic notation may include words, pictures such as suns and triangles, and lines of varying lengths)*
- *shows preference for particular pieces of music or styles of music and discusses what features of the music are appealing or are not appealing*

## 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 **sprint, jump, throw and catch**.

#### **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**

The sport program in Term 4 is swimming. This program will take place at The Forum Sports and Aquatic Centre at the University of Newcastle. It begins week 1, on Tuesday 11<sup>th</sup> October 2022 and continues each Tuesday, until Tuesday 22<sup>nd</sup> November 2022.

Each lesson will go for 45 minutes. This time will consist of 30 minutes of swimming instruction and 15 minutes of water survival instruction in the pool. Children will be placed in groups according to their swimming skills on the first day. Groups will contain 6, 8 or 10 students depending on their skill level. All instructors are fully qualified with Austswim.

Students will need to come to school in their swimmers with their school uniform over the top. Please pack underwear for your child to change in to after the lesson. Students will also need to bring a plastic bag to put their wet clothes in, a towel and goggles.

### **Personal Development and Health**

In the unit 'Living in the community' students will:

- *Examine contextual factors that influence their own and others' decisions and behaviours*
- *Recognise people that influence their health decisions and behaviours, e.g., parents/carers/ family/ peers/ community*
- *Explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures*
- *Explore things we can do with and for others to improve both our health and wellbeing*
- *Explore safe places in the community that you can go to be active by yourself or with others*

### **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 and Algebra, Measurement and Geometry, Statistics and Probability)
- PAT Maths Tests (Weeks 1 to 4)
- Weekly Spelling Tests (Friday)
- 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 on Mondays and returned to school on Fridays 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://www.everydaymaths.nsw.gov.au/)

Spelling Homework will commence Week 1 (Monday 10<sup>th</sup> of October 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 HSIE, 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