

## YEAR TWO HOMEGROUPS - TERM 2 2020 OVERVIEW

This overview provides an outline of your child's learning for Term Two.  
Learning foci for each student are selected based on individual needs in each curriculum area.

### Education in Faith

- Explore the season of Easter as a time of new beginnings and celebrations
- Understand that Pentecost is a story that teaches us that the Holy Spirit is always present
- Explain key scripture stories of Jesus' forgiveness and compassion in terms of impact on community relationships
- Identify aspects of being part of our Catholic community

### English

#### **Reading and Viewing**

- Understand the purpose and features of fiction texts, page and screen layouts
- Discuss the structure and features of narrative and persuasive texts
- Discuss the characters and setting of different texts and explore how language is used to represent these features in different ways
- Understanding that compound sentences are a part of a text
- Rereading, self-editing, predicting and self-correcting for meaning and accuracy
- Continue to use a range of comprehension strategies such as exploring/answering literal and inferential/here and hidden questions to make meaning of what has been read
- Recognise most sound-letter combinations including rime units, silent letters, vowel/consonant blends and less common combinations
- Read an increasing number of high frequency words with speed and accuracy

#### **Writing**

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose, including imaginative and persuasive texts
- Use descriptive language to add details about characters, settings and plots
- Continue to use letter/sound knowledge to spell less familiar words and unknown words, suffixes and word endings
- Follow the writing process of plan, compose and record, revise and edit, and publish
- Self-edit work for spelling, punctuation and meaning
- Correctly use punctuation such as full stops, commas, capital letters for proper nouns, quotation marks
- Continue to form letters legibly using correct starting points, direction, size and spacing
- Accurately write an increasing range of high frequency words

#### **Speaking and Listening**

- Understand that the use of language (written, spoken and visual representations) varies according to the audience, purpose, context and cultural background
- Investigate word choice in specific contexts
- Experiment with sounds, including adding and deleting sounds in words
- Continue to use full sentences when sharing ideas
- Contribute in shared discussions with peers by responding to and posing questions
- Understand and demonstrate the skills of good listeners and speakers e.g. body language, gestures, eye contact, within Google Meet sessions

### Mathematics

#### **Number and Algebra**

- Continue to develop an understanding of number, including partitioning and subitising
- Represent and solve simple addition and subtraction problems using a range of strategies
- Further develop an understanding of two and three digit numbers
- Describe patterns with numbers and identify missing elements

#### **Measurement & Geometry**

- Tell time to the half-hour and quarter-hour, using the language of 'past' and 'to'
- Compare lengths using informal units such as blocks and counters

### Inquiry

**Conceptual Organiser:** *Ourselves, Our Community and Cultures*

#### **Supporting Questions:**

- What is a community and what groups/communities do I belong to?
- What is my role within the communities I belong to?
- How can I stay connected to my community?

### Digital Technologies

- Continue to follow the SMCM Technology User Agreement protocols when using technology
- Actively participate in 'Google Meet' sessions with the homegroup teacher and peers
- Demonstrate appropriate online behaviour during Google Meets by following the SMCM Student 'Google Meet' Expectations
- Use the Seesaw app to upload and share learning with teachers and family
- Use creative tools within the Seesaw app to share and reflect on learning experiences. E.g. video and voice record, text box, drawing tools etc.
- Navigate the Junior blog to access learning tasks, resources and external websites. E.g. Sunshine Online, Matific etc.

### Personal and Social Capability

- Continue to display positive behaviour by following our FARM code of behavior
- Use the confident learner dispositions to encourage learning in a variety of ways
- Explore the concepts of gratitude, empathy and mindfulness
- Extend vocabulary through which to recognise and describe emotions
- Identify strategies for being prepared to try new things when faced with unfamiliar or challenging situations such as remote learning

### Performing Arts - Kristie/Jess

- Continue to develop a dramatic work based on literature that communicates ideas from their community.
- Consider how dramatic works are written and can be presented differently.
- Explore how music can enhance the emotions being explored in a dramatic piece.

### Physical Education - Yolanda/Lisa

- Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli
- Continue to practice coordination, balance and movement skills through participation in games
- Develop fundamental motor skills (running, balancing, passing, catching and jumping) through participation in games and activities

### Japanese – Yumi

- Revisit how to read Hiragana letters and simple words through a variety of guided activities
- Participate in guided activities such as songs and simple tasks using movement and pictures to convey meaning
- Participate in listening to imaginative texts such as Japanese folktales and respond through singing and drawing