

YEAR TWO HOMEGROUPS - TERM 4 2020 OVERVIEW

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

Education in Faith

- Explore the Catholic Social Teaching of 'Care for our Common Home'
- Recognise our responsibility as stewards for creation and take action
- Explore prayers of praise and thanks
- Explain key events within the Liturgical year including Advent
- Understand the symbols of Advent and how they help us wait and prepare for the birth of Jesus

English

Reading and Viewing

- Continue to read familiar and some unfamiliar texts with phrasing and fluency
- Explore poetic devices, such as alliteration, onomatopoeia, rhyme and similes
- Continue to recognise most sound-letter combinations including rime units, silent letters, vowel/consonant blends and less common combinations
- Continue to use comprehension strategies to build meaning

Writing

- Follow the writing process of book making
- Form letters legibly using correct starting points, direction, size and spacing
- Continue to accurately write an increasing range of high frequency words
- Continue to use a wider range of vocabulary including synonyms and antonyms to make texts more cohesive
- Recognise that commas are used to separate items in lists and apostrophes are used in contractions and to represent missing letters

Speaking and Listening

- Present ideas in both formal and informal, short presentation using varied tone and speaking clearly
- Use appropriate language to appreciate texts and describe qualities of people and things including giving reason for personal preferences in texts
- Plan, construct and produce various forms of poetry, exploring rhythm, chants, rhymes and songs

Mathematics

Number and Algebra

- Recognise, represent, record, order and break up whole numbers up to and beyond three digits
- Count and skip count whole numbers and identify patterns
- Recognise and understand halves, quarters and eighths of shapes and collections

Statistics and Probability

- Describe the probability of everyday events, using language such as 'likely', 'unlikely', and identify some events that are 'certain' and 'impossible'

Measurement & Geometry

- Interpret maps of familiar locations including giving and receiving directions
- Describe the positions of objects
- Explore the properties of 3D objects in order to name them
- Explore the effect of flips, slides and turns of an object
- Compare and order objects based on their capacity, mass and volume

Personal and Social Capability

- Understand and demonstrate the skills of good listeners and speakers e.g. body language, gestures, eye contact
- Use basic skills required for participation in group tasks and respond to simple questions about their contributions
- Through *The Resilience Project* students will:
 - Learn how to make and keep friends
 - Notice how actions and words can hurt others
 - Identify and practise emotional responses that will account for theirs and others' feelings

Inquiry

Through Discovery Learning students will:

- Use different inquiry processes to further investigate stations
- Use inquiry skills to question, wonder, explore, plan, research and reflect
- Improve oral language skills by participating in formal and informal interactions with peers and teachers
- Continue to develop independence by using self management skills and responsibility for own learning
- Continue to engage in deeper investigations and make connections to real life situations

Supporting Questions:

- What processes will I need to follow to investigate the things I'm curious about?
- What steps do I need to take when following an inquiry process?
- How can I share what I've discovered with others?

Digital Technologies

- Navigate the Junior blog and Seesaw to access and share learning tasks, resources and external websites
- Continue to follow the SMCM Technology User Agreement protocols when using technology
- Explore and design solutions to simple problems using a sequence of steps and decisions. For example, stop motion and coding

The Arts

Visual Arts - Mariegold

- Experiment and explore the meaning of 'subject matter' and create art pieces related to self, others and their personal environments in different forms such as sculpture and painting
- Continue to experiment with different techniques such as line, colour, texture, value, tone and shape to make artworks
- Continue to explore different art mediums such as crayon, oil pastels, greylead, watercolour and markers
- Incorporate Inquiry learning during Visual Art sessions

Performing Arts - Kristie

- Explore traditional dance of various cultures, examining the meanings and uses of the dances.
- Participate in the creation of liturgical dance of prayer and thanks
- Create a dramatic art piece in response to Advent and Christmas

Physical Education - Yolanda

- Apply learned fundamental skills. Utilize physical activity as a tool to manage stress and have fun.
- Practise fundamental movement skills and movements using different body parts in a Gymnastics unit
- Participate in a variety of games to focus on teamwork and spatial awareness.
- Use strategies to work in group situations when participating in physical activities.

Japanese – Yumi

- Participate in guided group activities such as songs and gesture games
- Participate in classroom routines such as following instructions, opening and closing lessons, thanking and asking for help
- Explore the Japanese folktales and identify the cultural elements in the stories

Home Learning:

- Read daily for at least fifteen minutes and complete the yellow Reading Journal with the support of an adult
- Visit the Year Two Learning Blog, comment and discuss the learning with your family www.smcmbeyourbest.com
- Access *Sunshine Online*, *Titlewavs* and *Matific* to practise literacy and numeracy skills