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|  | Year 2 Term 3  2024 | | | | | | | |
| **English** | |  | **Mathematics** | D:\jpepp13\Desktop\maths 1png.png | **Science** | D:\jpepp13\Desktop\science 2.png | **HASS** | D:\jpepp13\Desktop\thumb_school_library[1].png |
| **Expressing opinions**  Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.  Students engage in shared and independent learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language. | | | **Explore the following concepts:**   * partition collections, shapes and objects into equal parts * use mathematical modelling to solve practical problems for multiplication and division * recognising the features of 2D shapes * sorting and comparing 2D shapes according to the features * use uniform units to measure and compare the length, capacity and mass of objects | | **Physical Sciences – Mix, Make and use**   * Investigate combinations of different materials * Explore properties and purpose * Record and represent observations * Solve a problem by combining materials for a particular purpose | | **Connections to Places (Semester 2)**   * recognise that places can be described by different scales * identify places they and others are connected to * Explore the 7 continents * Share facts about each continent * Investigate the imaginary lines of the world * Investigate the differences between states and territories * Explore the five oceans of the world and the three oceans that surround Australia | |
| **HPE** | | [Image result for Free Images Children Playing Sport](https://www.bing.com/images/search?q=free+images+children+playing+sport&id=4427B359E28AABC7B02229D5A679BCF8717D9AEB&FORM=IQFRBA) | **HPE** |  | **STEAM** | See the source image | **Dance** | See the source image |
| **PE – Ropes and Rhymes**   * Perform long-rope skipping sequences to rhymes * Identify how their heart reacts to skipping | | | **Health – Message Targets**   * examine the purpose of advertising and the techniques used to engage children * explore health messages seen in advertising and how they can be used to make   good decisions about their own and others' health and wellbeing | | **Handy Helpers (Semester 2)**   * Recognise and explore how digital and information systems are used in daily life * Describe and represent a sequence of steps and decisions (algorithms) to solve simple problems * Develop foundation skills in systems and computational thinking, applying strategies such as exploring patterns, collecting and displaying data | | **Dancing Seasons**  In this unit students make and respond to dance by exploring dance using seasons as stimulus. | |
| [Image result for image of message](https://www.bing.com/images/search?view=detailV2&ccid=RKLp3C%2fY&id=6BD82D5FEC1C7BFC58B76AB84412231D8D48AFF0&thid=OIP.RKLp3C_YBRay01qdjB1eQQHaHF&mediaurl=http%3a%2f%2fthumbs.dreamstime.com%2fz%2fimportant-messages-concept-post-illustration-design-29879692.jpg&exph=1244&expw=1300&q=image+of+message+&simid=608020261581685259&selectedIndex=22)  Messages from teachers | | | 2024 School Priorities | | | | Wellbeing | |
| We encourage each student to bring a water bottle to school daily. They will be able to keep their water bottle in the classroom within easy reach during learning time.  Students are encouraged to bring a brain snack to class each day, which will be eaten in the first session at desks while working. Something that is small and easy to eat one-handed such as cut up fruit, cheese, etc., would be ideal. | | | **Know your Students, know your Curriculum, know your Strategies to empower critical and creative thinkers to**  **Grow, Achieve and Succeed as lifelong learners.**  **Great things through hard work** | | | | ***5 Keys to Success***  Getting Along  Organisation  Confidence  Persistence  Resilience | |