

## Term 4 Newsletter

Class 1/2c – Yr 2

### General Information

Welcome to Term 4, the year is flying by. We'll be into Christmas craft before we know it! Thank you to all parents for their assistance throughout Term 2, it was a very busy one and the kids have done themselves proudly by achieving well. Not many changes this term; PE and Music times remain on Wednesday and Thursday. Library is on Wednesday and our computer time is on a Thursday morning.

Homework also remains the same as the previous term. Please remind your child to change their reading book on a Thurs or Fri morning ready to bring home on Friday for the week. Some students have indicated they aren't reading each night, this is part of their homework, and your assistance with this is appreciated as it greatly improves their overall results. Please continue to fill in your child's reading log book, once they have read out loud to you. At this stage of their reading, it is required for them to be reading aloud to an adult. If you have any questions, please feel free to see me before or after school or email me (kmnor0@eq.edu.au) if time restricts a classroom visit.

Next term I will be endeavouring to have the students do a couple of oral presentations to enhance their confidence in presenting in front of a group of listeners.



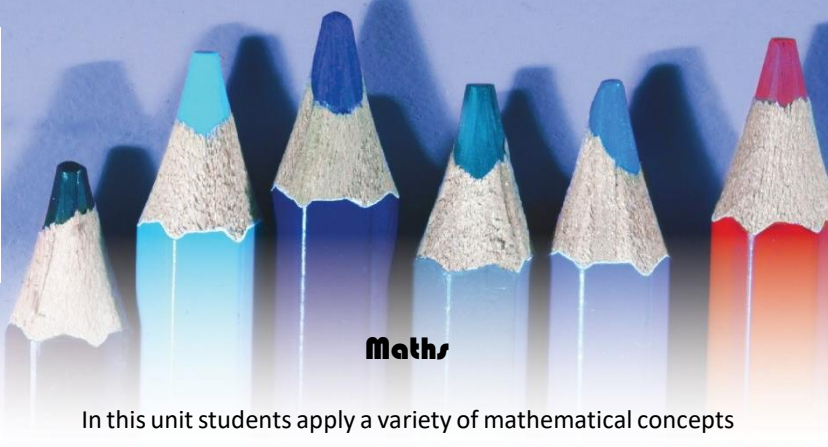
### English

#### Persuasive Text: Creating persuasive imaginative texts

In this unit students read and view elements of persuasion in multimodal texts. For assessment they will write a letter focusing on modal verbs.

#### Narrative Text: Creating a narrative

In this unit students create a Christmas Narrative, focussing on the structure of a narrative (beginning, middle and end). They all contribute to making a whole class story with each student illustrating a page for the published story.



### Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

**Number and place value** - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.

**Fractions and decimals** - identify halves, quarter and eighths of shapes and collections.

**Patterns and algebra** - describe number patterns, investigate addition pattern sequences.

**Using units of measurement** - directly compare mass of objects; use informal units to measure mass, length, area and capacity of objects and shapes; compare and order objects and shapes based on a single attribute; tell time to the quarter-hour.

**Shape** - draw and describe two-dimensional shapes, describe the features of three-dimensional objects.

**Location and transformation** - identify half and quarter turns, represent flips and slides, interpret simple maps.

**Chance** - predict the likelihood of an event based on data.

**Data representation and interpretation** - Use data to answer questions, represent data.



### Science

#### Save planet Earth

In this unit students will investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

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### Humanities & Social Science

**My changing world** - In this unit, students:

- draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops
- recognise that the features of places can be natural, managed or constructed
- identify and describe the natural, constructed and managed features of places
- examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- represent local places using pictorial maps and describe local places using the language of direction and location
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- collect and record geographical data and information, such as observations to investigate a local place
- reflect on learning to respond to questions about how places and their features can be cared for.

### Physical Activity

Students will demonstrate two-handed catching and underarm throwing with a beanbag. They will perform dynamic balances, catching and throwing techniques to solve a series of movement challenges.

Students will develop aquatic skills and swimming strokes.

Students will perform aquatic skills in a sequence that incorporates the elements of movement.

Students will perform long rope skipping sequences to rhymes. They will identify how their body responds to physical activity

### Health

#### Message targets

In this unit, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.

### Performing Arts

#### Music

This term students will continue to explore music from different places. They will refine their knowledge of music elements rhythm, dynamics and expression.

#### Dance

This term students will continue to explore how to manipulate movement to represent the weather and the four seasons.

#### Drama

This term students will continue to explore short poems and turn them into dramatic performances.

### Technology and Design

This term children will be designing, create and make a musical instrument and present it to the class. More information will be sent home closer to this activity with relevant details pertaining to the assessment of this item. Children will also participate in a variety of creative art activities throughout the term.