

# Term 2 Newsletter

## Class 2A & 2B

### General Information

Welcome to Term 2! We are really looking forward to seeing the children produce some great work this term.

The weather is starting to get cooler so please ensure that your child's jumper is named before bringing it to school. It is also important that children remember to bring their blue bag in every day. Homework will still be handed in on Friday and readers will be changed twice a week.

### English

In English this term students will read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students will identify character qualities in texts. They will also compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

The children will also write procedural texts and compare these texts to other writing genres.

### Maths

The children will have opportunities to develop understandings of:

**Number and place value** - recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.

**Fractions and decimals** - represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

**Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.

**Patterns and algebra** - identify the three counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.

**Using units of measurement** - identify the number of days in each month, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.

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

**Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

### Science

In this unit, students will understand how a push or pull affects how an object moves or changes shape. They will understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They will pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They will use informal measurements to make and compare observations about movement and sort information about the way objects move. They then will apply this science knowledge in explaining how pushes and pulls can be used to change the movement of an object they create.

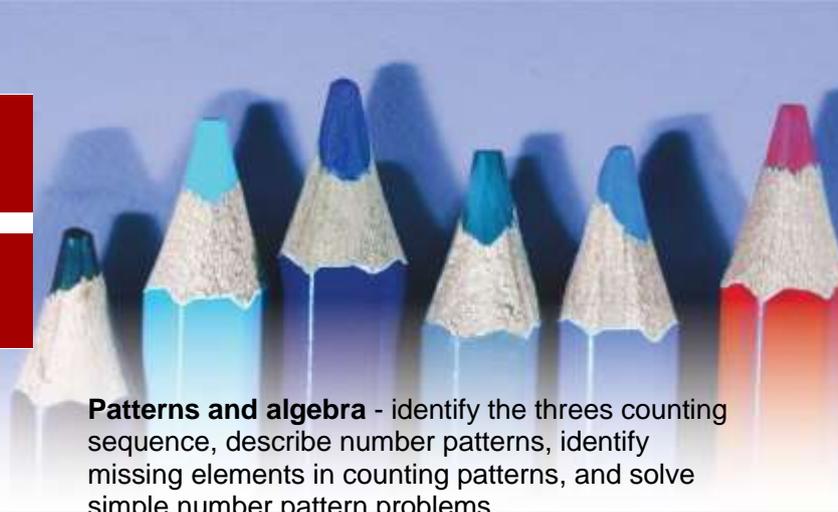
### Humanities & Social Sciences

In this unit students will continue to explore the following inquiry question:

How are people connected to their place and other places?

Learning opportunities support students to:

- recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another
- Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or



# Term 2 Newsletter

## Class 2A & 2B

&

region-of-the-world scale

- represent connections between places by constructing maps and using symbols

Children will also design, make and appraise a machine that uses push or pull forces.

### **Physical Activity**

Students will demonstrate fundamental movement skills while using scooter boards. They will perform movement skills to manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.

### **Health**

In this unit students explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's differences.

### **Performing Arts**

During Music this term students will make and respond to music by exploring the ways that music can evoke stories while focusing on program music.

During Dance this term students will make and respond to dance by exploring action stories including Spanish bull fighting and computer games.

During Drama this term students will continue to make and respond to drama by exploring photographs as stimulus.

### **Visual Arts**

The children will participate in printmaking, character portraits and other activities involving shape and colour.

### **Technology**

The students will continue to develop their computing literacy, including key board skills, Microsoft Word and PowerPoint.

