

# Term 4 Newsletter

## Year 2



### General Information

Once again a huge thank you to all parents and guardians for your continued support throughout this year. We are now in the final term and it will be a busy 11 weeks! Please ensure your child has equipment such as pencils, rubbers, glue sticks and books to last them for the remainder of this year.

A lot of students are eating all of their food at first break and saying they don't have enough so please ensure your child has enough food in their lunch box for the whole day. Homework will commence in week 2 and cease in week 6 due to assessment. It is handed out on a **Thursday** and is due back on the following **Wednesday**. Reading at home should continue all throughout the term.

Library borrowing is on a **Monday** for 2A and **Tuesday** for 2B. All students require a bag to borrow a book to take home.

#### Daily items to bring:

**Diary** - Please remind and encourage your child to bring their school diary each day. This is a great form of communication between home and school. Alternatively, you can email us at [bgall21@eq.edu.au](mailto:bgall21@eq.edu.au) or [rlyon13@eq.edu.au](mailto:rlyon13@eq.edu.au)

### English

#### Reading

Throughout the entire year we have focussed heavily on reading across all areas of the curriculum. We use strategies that help us **decode** words. Students will aim to independently use decoding strategies to read the words on the page and also read with accuracy and fluency.



The strategies that help us understand what we are reading are **comprehension** strategies. These are Predicting, Visualising, Making Connections, Questioning, Inferring and

Monitoring. Students will display an understanding of these comprehension strategies when reading various texts.

This term students will independently read, view and comprehend a section from the text 'Tashi'. They will respond to questions about characters and events, using literal and inferred meaning and knowledge of how ideas are presented through characters and events. Students will describe the text structure and language features using supporting details from the story.

Students will also skim and scan the text 'Dragons' and label the text structures, language features and visual features.

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#### Writing

##### Writing and creating a character description – Tashi

Students will explore the text 'Tashi'. They will create a written character description about a dragon. In their description they will link ideas, punctuate simple and compound sentences and use some topic specific vocabulary.

(This unit of work links to the Visual Arts unit where students will create a dragon from modelling clay with mixed media used to create wings and a diorama.)

#### HASS

Students identify the significance of a local place and /or building. They develop questions from observations and provided sources. They interpret information and data and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals.

#### Maths

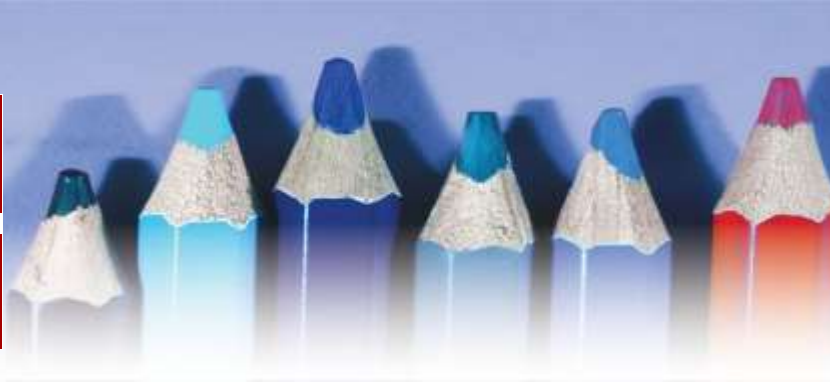
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Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

- **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.

### Music

In Music students will continue to explore pieces of music and why the composer has chosen the instrumentation for the work. Students will also continue to develop a knowledge of form and how we use patterns in music. Students will also work on their reading skills in reading traditional western notation in preparation for recorder next year. In Dance students will apply their dance knowledge to a choreographed dance and explore adding expressive skills.

### Visual Arts

In this Visual Arts unit students will create a diorama that expresses their ideas of their dragon character using different techniques and processes. Students will use and experiment with techniques and different materials, including recycled materials. They will describe their diorama. Students respond to visual artworks and consider where and why people make art.

### Respectful relationships

Students will be revising body safety and the ways of speaking up about body safety. They will be reminded that body safety is a responsibility. They will review the emotional and physical warning signs about body safety & suggest and practise how to stay safe.

Students will learn about e-safety.

Students will revise how to seek help and report behaviours to stay protected. They will use strategies, including persistence, to seek safety and get help. They will identify the meaning of persistence and review the meaning of trust. A list of trusted adults from family, friends and the broader community will be identified by each student. They will revise safe and unsafe secrets and practise ways to stay safe and ask for help.

### Physical Education

Students will apply fundamental movement skills in different movement situations using balls, bats, nets and hoops to hit a target.

Thank you

Balinda Gall & Rosemary Lyons