

# Term 2 Newsletter

## 2/3C

Welcome back everyone! We hope you all had a wonderful break. What a busy and exciting term 2 we have planned! We have Under 8s Day for our year 2 students in week 5, and Sports days in week 7.

We are excited to welcome Miss Kate Herring to our class on Tuesdays for the remainder of the year. Mrs Sarah Schatkowski will be on class Mondays, Wednesdays, Thursdays and Fridays. We will be working together closely throughout the year in order to provide as much consistency as possible for the class.

Some important days and times to note for our class are:

School starts	9:00 am
School finishes	3:00 pm
1st Break	11:00 – 11:30 am
2nd Break	1:30 – 2:10 pm

### Monday

- Parade at 9.00 a.m.
- Religion lesson for those who participate

### Tuesday

- Library borrowing. Students require a library bag to be able to take books home.

### Thursday

- Music with Miss Chantal Kay

### Friday

- PE with Mr Ben Maxwell

Tuckshop operates both breaks Monday, Wednesday and Friday. Breakfast club is available to all students every morning from 8:20am.

### English

Students will engage with a range of information and imaginative texts about Earth and Space. They will read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.

Through these texts, students will identify how informative texts are organised and how authors use language and visual features to report ideas and information. They will discuss how narrative and informative texts present similar topics and information differently to suit the purpose.

Students will engage in shared and independent writing to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.

### Maths

This term students will be assessed on number and measurement (time) concepts.

### Year 2

Students will:

- recognise that mathematics can be used to investigate problems and describing thinking and reasoning using familiar mathematical language
- use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays
- use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling
- use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.

### Year 3

Students will:

- manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system
- develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10 multiplication facts through games and meaningful practise
- use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning
- make estimates when solving problems to determine the reasonableness of calculations when checking the solution
- recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations
- identify everyday situations, when using metric units to measure and compare events and duration.

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### Science

#### **Year 2 – Celestial Objects**

Students will identify celestial objects and describe patterns they observe in the sky. They will describe how people use science in their daily lives and how people use patterns to make scientific predictions. Students will pose questions, make predictions and record observations. They will use provided tables and organisers to sort and order data and represent patterns in data. Students will compare their observations with others and identify further questions. They will use every day and scientific vocabulary to communicate observations, findings and ideas.

#### **Year 3 – Rocks, Minerals and Soil**

Students will observe, describe and compare the properties of rocks, minerals and soils. They will investigate the importance of and uses for rocks, minerals and soils. Students will examine how scientific data is used in our everyday lives, and pose questions, make predictions and compare findings. They will draw conclusions and communicate these findings using scientific vocabulary.

### HASS

This term our learning continues to have a geography focus. Students will further examine how places and people are connected. They will investigate similarities and differences between places, including Australia and the Philippines, and share this knowledge using a Venn Diagram.

### Media Arts – Miss Herring

This term, students in 2/3C are embarking on an exciting Media Arts project that integrates digital literacy with creative expression. Each student will select a celestial object—such as the sun, moon, comet, or a planet—to research using computers. They will gather factual information and relevant images to create a digital infographic using PowerPoint. This process will involve combining text, visuals, and audio elements to effectively communicate their findings.

Through this project, students will develop skills in:

- **Researching and compiling information** on a chosen topic.
- **Using media technologies** to create digital content (students will need to input images, facts and sounds).
- **Applying media languages** to construct representations that convey ideas and information.

### Music & Drama – Miss Kay

In Music this term students will learn to read the music to “Hill and Gully Rider”. The year 2’s will play on the glockenspiel and the year 3’s will play on their recorders. This piece is in call and response so students will get the opportunity to explore this style of music and practice taking turns. In drama students will continue to explore how to manipulate movement and voice to portray different characters through games like Good Morning Your Majesty, Spaghetti and Stuck in the Mud.

### P.E. – Mr Maxwell

This term, all students from Prep to Year 6 will focus on developing their athletic skills in preparation for our exciting Athletics Carnival in Week 7! Throughout the term, students will participate in a variety of activities designed to build their abilities in sprinting, long jump, high jump, throwing events, and ball games. The goal is for every student to feel confident, give their best effort, have fun, and be ready to take on the challenges of participating in our carnival.

### Health

This term, students will investigate gender stereotypes and why boys and girls should be afforded equal rights, respect and opportunities. Students will also explore how these gender stereotypes can be challenged to achieve fairness and equality.

### Diaries/Communication Books

A reminder that students are expected to bring their communication book into the classroom each morning and take it home every afternoon. Please check this book regularly for notes and messages.

### Homework

Students are encouraged to complete 15 minutes of reading each night and record this on their reading log in their homework book. They may read a library book (fiction or non fiction) magazine, online text etc. They may use their reading eggs and/or SORA subscriptions too. Students are to bring their homework book to school each Friday for checking.

If there is anything else you’d like to know, please feel free to pop in after school for a chat or send us an email.

Thank you for your support.

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Miss Kate Herring - [kherr41@eq.edu.au](mailto:kherr41@eq.edu.au)