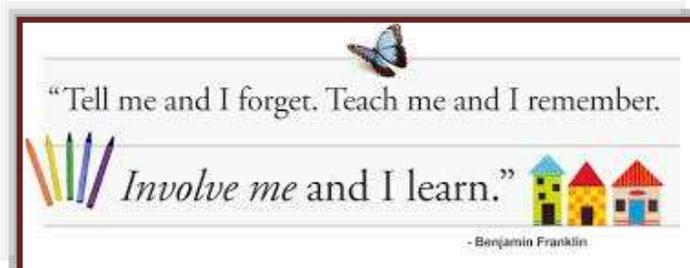


# Planning Overview

## Year 2

### Term 2 2017



## History

### Historical Knowledge and Understanding

*The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past*

### Elaborations

- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
- suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past

*The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)*

### COMMUNICATING AND REFLECTING

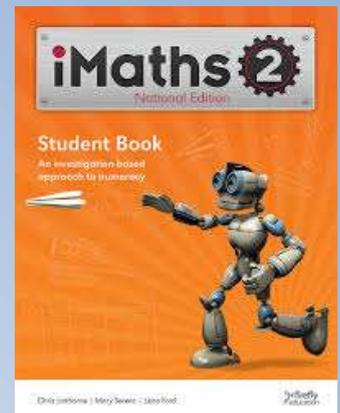
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)

### Historical Skills

- Sequence familiar objects and events
- Distinguish between the past, present and future
- Pose questions about the past using sources provided
- Identify and compare features of objects from the past and present
- Explore a point of view
- Develop a narrative about the past
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies

# Maths

Investigations: Show Time and Marble Ramp



## Number and Algebra

- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Describe patterns with numbers and identify missing elements
- Solve problems by using number sentences for addition or subtraction

## Measurement and Geometry

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
- Tell time to the quarter-hour, using the language of 'past' and 'to'
- Name and order months and seasons

## Statistics and Probability

- Describe and draw two-dimensional shapes, with and without digital technologies
- Describe the features of three-dimensional objects
- Identify a question of interest based on one categorical variable. Gather data relevant to the question
- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them



# Religion

## Loving our Differences

### **Wondering that the body of each person is different**

- Identify ways in which each person's body is different.
- Express the different ways that people with disabilities use their bodies.

### **Wondering at God who created bodies different**

- Express wonder at God who created people's bodies different.

### **Attribute: God loves each person in a special way**

- Celebrate that God loves each person in a special way.

## Gathered Together

### **Wondering at families**

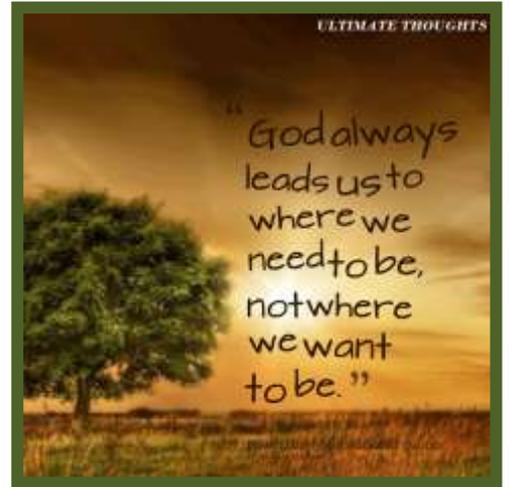
- Name the different members who belong to their family.
- Describe the characteristics common to families.
- Describe the characteristics common to families.

### **Wondering at God who created families**

- Express wonder at the God who created families.

### **Attribute: God loves each of us personally**

- Celebrate God who loves each of us personally



# Health

## DRUG EDUCATION: *Challenges and Choices*

### Australian Curriculum: Personal, Social and Community Health / Being healthy, safe and active

*Recognise situations and opportunities to promote health, safety and wellbeing*

- Identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines. Poisonous and flammable substances can be identified by a range of warning signs and symbols.
- Safe use of medicines.
- Identify hazardous substances found in and around the home.
- Learn about rules around safe storage of hazardous substances and medicines and how they need to be used by an adult when in use.
- Medicines are drugs that have both a helpful and harmful effect.
- An emergency is when someone needs urgent help or medical treatment.
- There are basic emergency first aid procedures to follow.
- Identify emergency workers and other adults who can help in an emergency.
- Identifying and responding to unsafe situations around medicines and emergency situations – calling 000 when an adult cannot be found in an emergency.

# English

## Guided Reading

Guided reading is an essential part of the early literacy program. In a guided reading session within the classroom, students are placed into small groups according to their level of reading.

Learning Intentions will focus on:

- comprehension strategies
- accuracy
- fluency
- extending vocabulary.

## Comprehension Strategies:

Finding Main Idea

Recalling Facts and Details

Understanding Sequence

Recognising Cause and Effect

Making Predictions

Finding Word Meaning in Context

Drawing Conclusions and Making Inferences

Reading Pictures

## Guided Writing

Guided writing lessons are small group lessons teaching those strategies that a group of students most need to practice with immediate guidance from the teacher. Guided writing lessons are taught after a whole class modelling lesson once other students are actively engaged in independent writing.

Learning Intentions will focus on the following:

| Grammar    | Punctuation     | Genres    |
|------------|-----------------|-----------|
| Nouns      | Full Stops      | Recount   |
| Adjectives | Capital Letters | Narrative |
| Verbs      | Question Marks  | Procedure |
| Synonyms   | Commas          | Report    |
| Adverbs    | Apostrophes     |           |
| Homophones |                 |           |

Learning Experiences will be taken from the chosen texts and will cover the following domains:

|  |   |
|--|---|
| <b>Cognitive</b> (skills and processes involved in learning, thinking and understanding) | <b>Sensory Play</b> (Learning through senses)                           |
| <b>Socio –Dramatic Play</b> (Learning by role-taking and pretending)                     | <b>Physical/Manipulative Play</b> (learning by touch/feel/manipulating) |
| <b>Creative</b> (learning by creating)   | <b>Exploratory Play</b> (learning by finding out)                       |

## SPELLIG

| Spelling Focus                     | Spelling Rule  |
|------------------------------------|--|
| Revision of Term 1                 | Revision of Term 1   |
| Phonic Patterns<br>ow,ou           | Adding 'es' to words ending in 'ch', 'sh', 's', 'x'        |
| Phonic Pattern<br>aw               | Adding 'es' to words ending in 'ch', 'sh', 's', 'x'        |
| Phonic Pattern<br>ind              | Changing 'y' to 'i' and add es                             |
| Phonic Patterns<br>ir,ur           | Changing 'y' to 'i' and add es                             |
| Phonic Pattern<br>Y as 'i' and 'e' | Adding 'er', 's', 'ing', 'ed' to base words.               |
| Phonic Patterns<br>oa,oe,ow        | Adding 'er', 's', 'ing', 'ed' to base words.               |
| Phonic Patterns<br>ie              | Double the next letter to keep the vowel short. Eg running |
| Phonic Patterns<br>ue,ew           | Double the next letter to keep the vowel short. Eg running |
| Phonic Pattern<br>ea               | Revision   |

## STEM

### (Science Technology Engineering Maths)

These activities are open ended tasks that require children to problem solve in a fun, hands on approach, while working together in a team.

- **Balancing Bot Buddies**
- **Coding: Blue Bots**
- **Peg/clip/popstick building challenge**
- **Group Painting Challenge**
- **Water drops**
- **Thinking games**

# Science

## Chemical Sciences

### All Mixed Up

This topic is aligned to the three strands of the Australian Curriculum: Science

Science Understanding

-Chemical sciences

Science as a Human Endeavour

- Nature and development of Science

Science Enquiry skills

-Use and influence of science

-Questioning and predicting

-Planning and conducting

-Processing and analysing data and information

-Evaluating

-Communicating

### **This teaching and learning model uses the 5'E's**

**Engage**, Engage students and elicit prior knowledge

- o Master of Mixing What's my mixture?
- o Many mixtures

**Explore** Provide hands on experience of the phenomenon

- o Creative cooking
- o Sometimes slimy
- o Fun fluids

**Explain** Consider and develop current scientific explanations for observations and develop conceptual understanding.

- o Marvellous mixtures

**Elaborate** Extend understanding through student-planned investigation

- o Sifting solids
- o Cook's dilemma
- o Can we sift it?
- o Interesting ink

**Evaluate** Students represent their understanding and reflect on their learning journey.

- o Musing on mixtures





