



Year 2/3MS

Term 4 Learning Overview 2019

Dear Parents,

The information contained below communicates our intended curriculum and learning opportunities for the term in 2/3MS. These statements outline what we hope to achieve across the term and comes from the Victorian Curriculum and the Religious Education Curriculum Framework and provides us with a level of expected achievement. Please note that this curriculum could be modified during the course of the term depending on a number of circumstances. As teachers we use data to inform our planning and various strategies to teach the Victorian Curriculum including whole class and small groups to refine and practise particular skills and to develop knowledge in each student. If you have any questions about how learning takes place in the classroom, please feel free to take the time to meet with us.

Regards

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Subject area:	Description	Learning Statements Linked to the Victorian Curriculum/RE Curriculum
Religious Education	Students will study Biblical history by investigating the stories of the Old and New Testaments and the various ways God's people are portrayed. They will explore the role of Mary and her importance in the life of the Church through the Rosary and the Infancy Narratives. Key events in the Liturgical year, such as Advent and Christmas will be explored in more depth	<ul style="list-style-type: none"> ● Explain various ways God's people are portrayed in the Old and New Testaments. ● Explain key events in the liturgical year. ● Explain the role of Mary and the disciples in the early Church. ● Interpret the meaning and importance of Mary and discipleship for the Church today.
English		
Reading & Viewing	Students will participate in daily Reading Workshops aimed to help them develop effective habits of reading, writing and working independently. They will learn and consolidate a range of strategies to improve their reading. The intended outcomes are to increase student independence through the reading process while encouraging fluency and expression as well	<ul style="list-style-type: none"> ● Read a variety of texts including an atlas to collect data related to our Inquiry unit. ● Participate in 'Literature Circles' and adopt various roles to show understanding of the text. ● Infer or interpret information, events or ideas from texts to read between the lines.

	<p>as promoting different levels of comprehension – literal, inferential and evaluative.</p> <p>The focus will be using ‘Literature Circles’ as the model for Guided Reading sessions.</p>	
Writing	<p>The students will plan, draft and publish an informative report as part of a Country Research Project.</p> <p>They will continue to explore poetry and practise the skill of poetry writing.</p> <p>Through self and peer editing of work the students will continue to practise, consolidate and extend their learning of grammar, spelling and punctuation using a variety of resources.</p> <p>Handwriting will be consolidated and reinforced with a focus on correct posture, grip and the different types of joins.</p>	<ul style="list-style-type: none"> ● Create literary texts that explore students’ own experiences and imagining ● Plan, draft and publish an informative text. ● Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation. ● Use spelling patterns, syllabification and letter combinations to spell words. ● Use research skills to collect data related to our Inquiry unit. ● Understand and practise different ways of joining letters in order to develop a fluent handwriting style.
Speaking and Listening	<p>The students will be encouraged to listen to the views of others and respond appropriately especially in Literature Circles. When engaged in class and group discussions, they will be encouraged to listen for specific purposes and information, contribute actively by asking questions, provide useful feedback and voice disagreement in an appropriate manner.</p> <p>As part of their Geography Inquiry unit project, the students will create and share information in a country report booklet.</p> <p>Students will explore the concept of visual storytelling as one of the oldest forms of storytelling. They will be encouraged to choose a picture based on the theme of holidays, my place or my favourite activity and will be provided with opportunities to communicate their feelings, thoughts and ideas, while developing both speaking and listening skills. Through this process, cross-cultural understandings and connections will be made by exploring the oral storytelling traditions of the Aboriginal and Torres Strait Islander people.</p>	<ul style="list-style-type: none"> ● Listen to and contribute to conversations and discussions to share information and ideas, especially in ‘Literature Circles’. ● Plan and deliver a short presentation, drawing on collected research related to our Inquiry unit. ● Use appropriate volume, pitch, expression when delivering an Oral Presentation. ● Give positive and constructive feedback to others using a scaffolded rubric.
Mathematics		

Fluency, Understanding, Problem Solving and Reasoning will be a strong focus of our Maths activities.

<p>Number and Algebra</p>	<p>In Number and Algebra, the students will be looking at solving equations using a variety of strategies. This will involve all four processes, with a particular focus on multiplication and division. They will use estimation and rounding to check the reasonableness of their calculations.</p> <p>Term 4 will also be a time to consolidate learning in this area from Terms 1,2 and 3.</p>	<p>Place Value</p> <p>Yr. 2</p> <ul style="list-style-type: none"> • Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting • Recognise and represent multiplication as repeated addition, groups and arrays • Recognise and represent division as grouping into equal sets and solve simple problems using these representations <p>Yr 3</p> <ul style="list-style-type: none"> • Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems • Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
<p>Measurement and Geometry</p>	<p>Students will create simple maps and interpret how they look when given a 'bird's eye view'. They will develop map reading skills through the use of an atlas and Google Maps.</p> <p>They will explore units of Measurement with a particular emphasis on Length.</p> <p>The students will explore angles in their natural environment, such as right angles when looking at the hour and minute hand on an analogue clock.</p>	<p>Maps and Position</p> <ul style="list-style-type: none"> • Create and interpret simple grid maps to show position and pathways. • Make a map to show how a bird would see a place (birds-eye view), using pictures or models of objects • Make a plan of the classroom or home, using pictorial symbols • Give directions using appropriate vocabulary of position. • Interpret simple maps of familiar locations and identify the relative positions of key features. <p>Length</p> <ul style="list-style-type: none"> • Measure, order and compare objects using familiar metric units of length. • Identify angles as measures of turn and compare angle sizes in everyday situations.

<p>Statistics and Probability</p>	<p>Through a variety of activities, some related to our Geography Inquiry Unit, the students will pose a question to explore, collect the necessary data and represent that data in a way for others to view, They will then interpret the data they have collected and pose questions for others to answer.</p>	<ul style="list-style-type: none"> ● Represent data and the location of places and their features by constructing tables, plans and labelled maps ● Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far. ● Collect and record relevant geographical data and information from different sources. ● Create tables or picture and column graphs to show patterns in data collected from observations or other sources about the similarities and differences between places. ● Construct tables or graphs to show the similarities and differences between places, and discuss possible reasons for them.
<p>Social and Emotional Learning</p>	<p>Through various learning opportunities, students will explore their own identities in more depth. They will continue to develop their social skills by focussing on developing and maintaining relationships in a positive and respectful way. Students will examine different factors that contribute to positive relationships with peers, other people at school and in the community. They will describe and practise help-seeking skills and strategies that can be used when encountering various situations involving peers and adults. Students will also explore the topic of stress management. They will come to understand that stress is a normal part of everyday life. They will be assisted to recognise their personal signs and symptoms of stress and to develop strategies that will help them to deal with those effectively and cope with challenges in the future.</p>	<ul style="list-style-type: none"> ● Describe personal strengths and identify coping strategies that they can apply to help them cope with change and challenge. ● Explain the consequences of emotional responses in a range of social situations. ● Recognise personal strengths and challenges and identify skills they would like to develop. ● Discuss the value of diverse perspectives and through their interactions demonstrate respect for a diverse range of people and groups. ● Explain characteristics of cooperative behaviours and use criteria to identify evidence of this in group activities.
<p>Geography through Inquiry Learning</p>	<p>In our unit, 'Exploring Places Near and Far', the students will develop an understanding of place through examining the major characteristics of Australia, Australia's neighbouring countries as well as Africa and South America. The concept of place is developed by examining the similarities and differences between places within and outside Australia. Students will use the geographic concepts of environment and space to examine the similarities and differences between places.</p>	<ul style="list-style-type: none"> ● Represent the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia. ● Describe how the globe is a representation of the world and locate Australia and other places on the globe. ● Use geographical tools, such as a globe and world map, or electronic atlases, to locate the continents,

		<p>oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map.</p> <ul style="list-style-type: none"> • Locate Australia's neighbouring countries and the diverse characteristics of their places. • Represent Australia as states and territories, and identify the major characteristics, such as rivers, deserts etc. and locating them on a map. • identify and locate examples of the main climatic types in Australia and the world, for example, equatorial, tropical, arid, semi-arid, temperate and Mediterranean • Investigate how the Australian continent was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places • Describe the connections of the local Aboriginal or Torres Strait Islander peoples with the land, sea, sky and animals of their Country/Place.
Digital Technologies	In Digital technology, the students will collect, assess and present different types of data using simple software to create information and solve problems. They will consolidate their understanding of how to stay safe when using the internet as well as use appropriate behaviour when online. The students will be introduced to 'Google Classroom' as a way to connect with each other and access and record information.	<ul style="list-style-type: none"> • Create and organise information using Google Docs. and Google Slides. • Use 'Google Classroom' to research information and show evidence of their learning. • Use Google maps as part of Inquiry unit. • Explain how to stay safe when using the internet.
Art	Students will explore how artists are inspired by places in nature. They will begin by investigating what 'inspiration' means, and how being inspired can lead us to create art and/or take action. Students explore the sources of inspiration for other artists, and then think of a place in nature that is special to them and that can inspire them to make art. Students will then create a watercolour drawing of their special place in nature and will share their artwork with peers, reflecting on the way artworks can share messages about caring for our environment. There will also be opportunities for students to explore visual art activities that will complement the work that will be done in Social Emotional Learning.	<ul style="list-style-type: none"> • Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations. • Use materials, techniques and processes to explore visual conventions when making artworks. • Present artworks and describe how they have used visual conventions to represent their ideas.
Italian	In Term 4, students will study a unit called 'Tutto da fare con numeri' (Everything numbers). They will study this unit from a mathematical perspective. The students will develop confidence with number sequences counting to 100 and beyond. They will develop their skills at skip counting by twos, fives and tens. The students will investigate	<ul style="list-style-type: none"> • Participate in classroom games, instructions and shared activities. • Use the numbers up to 100 in various speaking and writing activities.

	<p>what makes a number odd or even and identify these. The students will be introduced to terms associated with place values. They will have practice at naming the value represented by a digit in a number on the basis of its position in the number i.e. hundreds, tens, units. The students will look at Australian coins and notes and order these according to their value. They will learn the names of the four basic operations of arithmetic and practise their use in various math activities and games. The students will use languages-on-line providing another avenue for learning and using numbers through interactive games.</p> <p>gmichieli@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Name place values of numbers (migliaia, centinaia, decina, unita) • Use the basic operations of arithmetic (piu`, meno, per, diviso) in activities. • Develop good pronunciation skills.
Performing Arts	<p>This term, students will construct and continually discuss their own learning intentions and success criteria for their music learning in term 4.</p> <p>Students will also be learning a repertoire and strategies for singing rounds confidently in groups. Percussion instruments and voices will be used in creating the various musical parts.</p> <p>Students will revise and further develop their notation reading skills on the Treble clef. They will familiarise their music reading skills with weekly theory revision and written tasks.</p> <p>The music reading skills will be transferable in learning to play the recorder. The Black Belt Recorder syllabus will be revisited and students will be focusing on achieving their yellow or orange belt (level).</p> <p>(Year 2 students will continue to revise their Flutophone skills, while Year 3 and 4 students will further develop their recorder skills.)</p> <p>eso@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Follow the safety instructions and use instruments appropriately when participating in music class. • Explore aspects of rhythm, pitch, dynamic and ensemble work using their voices and percussion instruments. • Develop a range of instrumental techniques on the recorder and musical expressions through practices and rehearsals. • Read and write in formal melodic and rhythmic notation, and apply to their instrumental playing when learning new pieces.
Physical Education	<p>Students will extend and refine their range of manipulative skills with a particular emphasis on striking, throwing & catching. They will participate in a unit of modified Hockey. Students will apply motor skills in a sports specific setting, playing modified games of Tennis, Tee Ball and Newcombe. Within the team, students will discuss strategies and tactics to improve game performance. All games have an inclusive focus. They will explore rules and tactics used in playing sport.</p> <p>mgallacher@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Perform activities where locomotor and object control skills are combined to complete a movement. • Perform fundamental movement skills to demonstrate weight transference in different physical activities. • Develop ball handling skills. • Demonstrate a two hand side arm strike off a Tee. • Work cooperatively with team members and obey the rules of a game.

STEM	<p>This term the students will continue with their digital technologies focus. Students will be exploring coding in different forms. They will be completing online and offline activities and codes explored will include, Morse Code, Semaphore, Binary and Blockly. They will also use devices to look at virtual environments such as the Oceans and Museums. The Year 2 students will use Bee Bots to program and the Year 3 students will look at blockly coding using either Hour of Code or Scratch.</p> <p>dbird@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Experimenting with different ways of describing a set of instructions, for example writing two versions of the same simple set of instructions for a programmable robotic device. • Exploring codes and symbols that are representations of data, for example morse code and semaphore. • Can explain how existing information systems eg. virtual websites, can meet common personal, school or community needs.
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Important Dates and Events

October

Mini Mission Fair - Friday, Oct. 25th.

November

Report Writing Day - Monday, Nov. 4th.

Melbourne Cup Day - Tuesday, Nov. 5th.

Remembrance Day - Monday 11th November

Swimming Program - Monday, Nov. 18th. - Friday, Nov. 29th.

December

Advent Paralitury - Thursday, Dec. 12th.

Whole School Orientation 2020 - Monday, Dec. 16th.

Year 6 Graduation Assembly - Monday, Dec. 16th. 2:30pm

Year 6 Graduation - Tuesday, Dec. 17th. 6pm - 9pm

Last day of school for students - Wednesday, Dec. 18th.