



Teacher: Lucinda Martin

Email: lmart195@eq.edu.au

Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

- Tues 9 March – Cross country
- 22nd March - Swimming Starts
- Tues 23 March – Parent Teacher Interviews
- Thurs 1 April – Last day of Term
- Fri 2 April – Good Friday Holiday

Specialist Lessons to remember

Library borrowing is Monday at 10.15am
Please bring a library bag to take home a book.
Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates. 2/3M will attend Senior Parade
Music is Tuesday
P.E is Tuesday and some Fridays.

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	<p>Year 2 - Students will compare characters in two versions of the same story and express a preference for a character. Students will demonstrate their understanding of how similar texts share characteristics by identifying language features used to describe characters. They will make connections between texts by comparing content and will explain preferences for aspects of texts using other texts as comparisons. Students will be also assessed on spelling accuracy, punctuation and handwriting.</p> <p>Year 3 - Students compare a character in two versions of the same story and express an opinion about an author's writing by demonstrating understanding of how language features, images and vocabulary choices are used for different effects. Students will also be assessed on spelling accuracy, punctuation and correct grammar, as well as legible handwriting using joined letters that are accurately formed and consistent in size.</p>
Maths	<p>Number and Place Value:</p> <ul style="list-style-type: none"> • Year 2 Students will recognise, model, represent and order numbers to at least 1000 and will group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting • Year 3 Students will recognise, model, represent and order numbers to at least 10 000 and will apply place value to partition, rearrange and regroup numbers to at least 10 000 <p>Location and Transformation:</p> <ul style="list-style-type: none"> • Year 2 students will Interpret simple maps of familiar locations and identify the relative positions of key features and investigate the effect of one-step slides and flips with and without digital technologies. They will also identify and describe half and quarter turns • Year 3 students will create and interpret simple grid maps to show position and pathways and will identify symmetry in the environment. <p>Chance and Data- Data Representation and Interpretation</p> <ul style="list-style-type: none"> • Year 2 Students will identify a question of interest based on one categorical variable and gather relevant data. They will collect, check and classify data and will create data displays. • Year 3 	<p>Number and Place Value:</p> <p>Year 2 - Understanding numbers to 1 000 and partitioning. Students will count and represent numbers up to 1 000, locate numbers on a number line and partition numbers using place value.</p> <p>Year 3 - Understanding numbers to 10 000 and partitioning. Students will apply place value understanding to partition, rearrange and regroup numbers to 10 000</p> <p>Location and Transformation:</p> <p>Year 2 - Transformations and interpreting maps. Students will explain the effects of one-step transformations. To interpret simple maps of familiar locations</p> <p>Year 3 - Identifying symmetry and interpreting grid maps. Students will identify symmetry in the environment and match positions on maps with given information.</p> <p>Chance and Data- Data Representation and Interpretation</p> <p>Year 2 -Collecting and representing data. Students will collect, organise and represent data to make simple inferences.</p> <p>Year 3 -Collect, display and interpret data. Students will interpret and compare data displays, and to conduct a simple investigation and display the data.</p>

	Content	Assessment
Science	<p>Year Two Earth and space sciences In this unit students will investigate Earth's resources. Students will describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They will use informal measurements to record observations from experiments.</p> <p>Year Three Is it living? Students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They will justify their decisions. They also explore grouping familiar things into living, non-living, once living things and products of living things. They will use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students will identify and use safe practices to make scientific observations and record data about living and non-living things.</p>	<p>Year Two: Save Planet Earth Through a scientific report, students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations.</p> <p>Year Three: Students will group living things based on observable features and distinguish them from non-living things.</p> <p>Students will use scientific language and representations to communicate their observations, ideas and findings.</p>
HASS	<p>Students examine the history and connections of people and places significant to their local community. Students will also identify features of their local community and construct a timeline of important events.</p>	<p>Student will be assessed on their knowledge and understanding of:</p> <ul style="list-style-type: none"> • why a place should be preserved linked to the community and/or history of the place. • Students will explain the role of rules in their community
The Arts	<p>Visual Arts In this unit, students explore the pattern, texture and shape of their local environment. Students will explore artworks from different cultures and artists who represent land through symbolic patterns. They will explore visual connections and represent ideas through displays and art conversations.</p>	<p>Students will describe and discuss similarities and differences between artworks they make, present and view. They will discuss how they and others use visual conventions in artworks.</p> <p>In small teams, students will collaborate to plan and make artworks that are inspired by artworks they experience. The groups will use visual conventions, techniques and processes to communicate their ideas.</p>
Technology	<p>Year Two In this unit students will explore and use a range of digital systems. They will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Year Three In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will use this knowledge to create a Who Am I? Game using simple coding skills.</p>	<p>Year Two Students will identify common digital systems and explain the purposes of familiar digital systems. They will also use 'Blockly' to code and program using simple algorithms, moving a Dash Robot around a map.</p> <p>Year Three What digital systems do you use? Students will demonstrate their knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language</p>
Health	<p>In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p>Students will describe changes that occur as they grow older and identify how emotional responses impact on others' feelings. They will select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.</p>
P.E	<p><u>Unit:</u> Playing with Balls</p> <p>Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play</p>	<p>Students will be assessed on their ability to perform the following: hitting a target using a rolling ball; a chest pass and catch; pat bouncing large balls and application of rules, demonstrating fair play.</p>