

*Aim High*

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Points of interestThe first bell rings at 8:20am. **School begins at 8:30am.****Please ensure students are on time.****Dates to remember:****22nd October:** Australian Girls' Choir Workshop**25th October:** Reverse Garbage Incursion**29th October:** Public Holiday, World Teachers' Day and Day for Daniel**6th December:** Christian Christmas Concert**7th December:** Year 6 Graduation**10th December:** Last day of school**Moving Up Day TBA****Specialist Lessons to remember****Library** borrowing is Friday 12:15pm
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.**Music** is Tuesday 8:30am**P.E** is Tuesday 9:00am**Year 2 Curriculum focus – what we will be working on in class this term**

	Content	Assessment
English	<p>Students will engage with and analyse a range of procedural texts. They will then be taught to create their own procedures. They will continue to explore the use of verbs, adverbs and the features of informative texts. They will consolidate their knowledge on how to write detailed commands and lists of instructions for a purpose. They will learn to structure their own procedures in a logical order and how to use specific and direct commands. They will learn to use repetition and word patterns to guide the reader through their procedures.</p> <p>When reading, students will continue to consolidate their understanding of decoding and comprehension reading strategies. They will apply these strategies to a range of familiar and unfamiliar texts.</p>	<p>Students will be assessed on their ability to write a procedure including a title, list of ingredients and a method. They will be required to use verbs, adverbs and provide details about when, where and how. They will need to list their steps in a logical order, ensuring they are using punctuation and spelling their sight words correctly.</p>
Maths	<p>Fractions and decimals</p> <p>In this unit, students will recognise and interpret common uses of halves, quarters and eighths of shapes and collections.</p> <p>Money and financial mathematics</p> <p>In this unit, students will count and order small collections of Australian coins and notes according to their value.</p>	<p>Fractions and Decimals</p> <p>Students will be assessed on dividing collections and shapes into halves, quarters and eighths and will use their knowledge of halves, quarters and eighths when problem solving and reasoning. Students will need to use mathematical language when explaining why a shape is or is not a common fraction, and will need to demonstrate fluency when dividing collections up to 24.</p> <p>Money and financial mathematics</p> <p>Students will be assessed on collections of Australian coins with their values, solving problems involving values of collections of coins, using the least amount of coins to make a given value and efficiently and accurately apply money-counting strategies to compare the value of collections of coins and notes.</p>
HASS	<p>Students will continue to explore the following inquiry question: How are people connected to their place and other places? The students will describe a person, site and/or event of significance in the local community and explain why places are important to people. They will recognise that the world is divided into geographic divisions and that places can be described at different scales.</p>	<p>On a world map then students will label the geographic divisions and identify the continent that they live on. They will also investigate how they and other people are connected to places.</p>

	Content	Assessment
Science	<p>Mix, make and use- Reverse Garbage Incursion</p> <p>In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Students will be assessed on their ability to explain why materials have different uses and give reasons for prediction using science understanding.</p> <p>Students will record logically sequenced and detailed observations and represent and communicates observations and ideas clearly, using scientific language and why materials were chosen.</p>
The Arts	<p>Media: Students will explore digital applications on iPads to create digital texts through adding and manipulating sounds, voice recordings, photographs, digital drawings and typed text. They will explore and experiment with a range of applications and tools for creating digital stories and texts.</p> <p>Drama: Drama: Shopping Fun</p> <p>In this unit, students make and respond to drama by exploring the theme of shopping.</p> <p>Students will:</p> <p>explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about shopping to an audience respond to own and others' drama and consider where and why people make drama</p>	<p>Media: Students will be assessed on their ability to make and share media art works using an iPad application. They will be required to use sound, photographs, text, voice recording and images drawn on the iPad to present their own procedure. They will also be assessed on their ability to communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Drama: Assessment: Students will describe what happens in drama they make, perform and view. They will identify some elements of drama and describe where and why there is drama.</p> <p>Students will make drama using the elements of role, situation and focus in dramatic play and improvisation and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>
Technology	<p>Design Technologies: Repurpose It.</p> <p>Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose recycled materials to create a solar oven.</p> <p>They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs</p>	<p>Students will apply understanding of the properties of materials and components to repurpose materials into a functioning solar oven. They will describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.</p>
Health	<p><u>Unit:</u> Stay safe</p> <p>Students will explore safe and unsafe situations so that they understand their responsibility in staying safe. They will examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. They will also consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p>The assessment task requires students to describe changes, as they grow older. Students recognise how emotional responses impact on others' feelings and select and apply two strategies to keep themselves safe and ask for help with tasks or problems.</p>

