



Term Overview Thomas

Year: 2/3 Term 3 2017

Anastasia Tukata

Class Teacher: Jenny

Assistant Teacher:

Mathematics – Mrs Thomas: Year 2 and 3 students will participate in both explicit whole class, and small group, learning situations to develop their mathematical understanding, fluency, problem solving and reasoning skills. The Australian Curriculum mathematics strands to be covered throughout the year are ‘Number and Algebra’, ‘Measurement and Geometry’ and ‘Statistics and Probability’.

Year 2

Number and Algebra

- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using efficient mental strategies
- Recognise, model, represent and order numbers to 1 000
- 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

Measurement and Geometry

- Investigate the effect of one-step slides and flips with and without digital technologies
- Interpret simple maps of familiar locations and identify the relative positions of key features
- Describe and draw two-dimensional shapes
- Describe the features of three-dimensional objects
- Describe and identify half and quarter turns
- Investigate the effect of one-step slides and flips
- Interpret simple maps of familiar locations and identify the relative positions of key features

Year 3

Number and Algebra

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recall and use single-digit addition facts and related subtraction facts to develop increasingly efficient mental strategies for computation
- Recall and use multiplication facts and related division facts
- Represent and solve problems involving multiplication using efficient mental and written strategies

Measurement and Geometry

- Make models of three-dimensional objects and describe key features
- Create and interpret simple grid maps to show position and pathways

Statistics and Probability

- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results
- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs

English – Mrs Thomas

Receptive Modes – processing and understanding information when students read, view and listen during a range of teaching and learning activities in English.

Reading: Students are expected to read each night for at least 10 – 15 minutes and will record this information in their home reading log books. Reading activities include silent reading, paired and small group reading, guided reading, reading aloud and comprehension activities with an emphasis on reading strategies, using the three levels (literal, inferential and evaluative) of meaning.

Listening and Viewing: Students will be given opportunities to view, listen and respond to a range of print and electronic media in English, Science, HASS and Maths. They are encouraged to focus on active and engaged listening.

Productive Modes – use of acquired language to produce a message through speech or written text so that others can understand.

Creating – Weeks 1-7: Writing to inform: Students will explore the purpose of non-fiction informational writing which aims to inform the reader about a topic using information, facts and details. Whilst engaging in this term’s HASS unit they will investigate different views about the protection of places of significance such as wetlands, World Heritage sites or sacred sites and will use informational text structure, grammar and features such as pictures, diagrams, headings and labels to create a report about a well-known protected place.

Grammar and punctuation: To comply with the structure of informational writing, special attention will be made to linking words and phrases, maintaining present tense and intentional use of nouns and adjectives to describe protected places in HASS report.

Spelling: Each week students will complete a unit in their *Sound Waves* student workbook focusing on a specific grapheme (letter/s that represent a sound). Each unit consists of a range of language use using the weekly list. A weekly personal list of words is included as part of the students’ homework activities. Students will complete a pre-test each Monday followed by a post-test on Friday. Spelling will also play an integral part in all writing activities.

Handwriting: The students’ formal handwriting program comprises correct letter formation, size and slope, a neat legible style, correct posture and pencil grip. Queensland

Modern Cursive will be practised using both modelled board work and *Targeting Handwriting QLD Year 2 and 3 Student Book*. Students will practise anti-clockwise movement of letter formation and there will be a focus for Year 2 on pointed entries and letters that change, “f” and “z”. Year 3 will be focusing on diagonal, drop-on, horizontal and up-sweeping joins.

H.A.S.S. (Humanities & Social Sciences) – Mrs Thomas

Geography focus:

Investigating feelings and views of the protection of places

The focus of the unit is to develop student understanding of the concept of sustainability by exploring feelings that influence views about the protection of different places. Students will undertake a case study of another place outside Australia on a local scale to examine the similarities and differences between types of settlements, demographic characteristics and the lives of people who live there.

The key inquiry questions are:

- How and why are places similar and different?
- How do people’s connections to places affect their perception of them?

Civics & Citizenship focus:

Participating in my community

In this unit, students are introduced to democracy in the context of the familiar and personal. They will explore democracy through learning about decision making within communities. They will also consider the purpose of creating rules for groups.

The key questions are:

- How are decisions made democratically?
- Why do we make rules?

The Arts – Mrs Neale

This term, the students’ main focus is on drama with some time devoted to the wonderful world of colour. We are briefly revising primary and secondary colours and progressing onto warm and cool colours. In drama students will view and discuss a range of clips to identify quality acting and how fun it can be to perform, and to be entertained. Earlier this year we focussed on non-scripted drama. This term, students will work with scripts and learn to develop their character through voice and movement. There will be many opportunities for students to rehearse their play, ready to perform for parents and family members later in the term. I will keep you posted regarding the date.

Tok Pisin – Ms Tukata

The children will describe objects, people and animals that they saw while on holidays and around the environment. They will name the four different regions in PNG and colour a few flags from selected provinces. Students will investigate how people in PNG feel about significant places such as sacred sites (e.g. Kapit gravesites and hausbois), and their views about protecting these places. As part of this study we will focus on the significance of Ailaya Rock, a natural feature of Lihir Island and reasons for its protection against development and exploration.

If you would like further information, or have any questions, please feel free to visit our classroom or email: Jennifer.Thomas@newcrest.com.au

Science – Mrs Thomas

Hot Stuff – Physical Sciences

In this unit students will investigate the importance of heat, and our practical use of this energy, in our everyday lives. They will explore different heat sources and how heat moves from one object to another. Through hands-on activities, students will investigate, with an understanding of fair testing, the difference in conductivity of materials.

Health – Mrs Thomas

Students will participate in the foundation (or key to success) of ‘Persistence’ in *You Can Do It! Education*, a social and emotional program for student achievement and wellbeing. In this unit, they will learn that this means continuing to do something, trying hard and not giving up when something is difficult. Three ‘Habits of Mind’ will be embedded in this unit – ‘I can do it’, ‘Giving effort’ and ‘Working tough’.

Technology – Mrs Thomas

Digital Technologies – Students will develop their publishing skills using both *Word* and *Publisher* programs. They will use the *Mathletics* and *Reading Eggs* online programs to support their learning in Maths and English. Using search engines, they will learn how to access specific information from the internet to complete an information text in HASS.

Design and Technologies – Students will explore ways of joining, connecting and assembling components that ensure success. This term’s project will involve the development of these skills by following simple instructions to create a paper spinner, a prelude to a more complex design, plan and make procedure of a miniature floating canoe from natural materials.

Music – Mr Neale

Year 2/3 students will begin working with the ‘Fun Music’ program this term. There will be a strong focus on beat and rhythm through singing, movement and un-tuned percussion. We will explore the concept of pitch through song and rhyme. Students will learn and perform a song from Morocco, using voice and instruments.

Physical Education – Miss Collins

Students will:

- become water aware and water safe in various aquatic environments
- learn swimming strokes and develop stroke technique
- learn age appropriate water survival sequences

Students must bring swimwear, towels and thongs on Thursdays for Term 3.

Summary of Programs/Activities

Assembly: Friday 8:15am.

Year 2/3 Assembly Presentation – Week 3 Friday 4th August

Daily Fitness: 8:20 – 8:40am

Physical Education: Thursday 1:30 – 2:45pm. Students wear their yellow polo shirts.

Library: Tuesday 12:15 – 12:45pm. Students bring library bags and library books to return.

The Arts: Tuesday 1:30 – 2:45pm

Music: Monday 1:45 – 2:45pm

