



# Wahroonga Public School

## Areas of Focus ~ Term 3, 2020 Year 2

This 'Areas of Focus' document outlines the main learning outcomes and content that will be addressed in Year 2 in Term 3. While all classes will be working towards similar outcomes, small variations in teacher delivery or sequencing of content may occur. Nevertheless, it is hoped that by providing you with this outline, you will be well-informed about the happenings inside our classrooms and you may be better able to connect with your child's learning at home. This overview is a guide only and may be subject to change.

**Year 2 Teachers: Emilie Kerr & Belinda McMahon (2FM), Karen Scheenen (2L), Yasmin Smith (2S), Alyce Sullivan (2A), Felicity van't Wel (Assistant Principal) (1/2V), Leonie Saunders & Julie King (2-6SK)**

ENGLISH	MATHEMATICS
<p><b>CENTRAL CONCEPT: Connections</b></p> <p><b>Reading</b> – Modelled, shared, guided, independent, home reading (expected as part of homework), comprehension strategies using Super 6 framework (visualising, making inferences, summarising).</p> <p><b>Spelling</b> – Phonological word study; focus sounds: (oi and oy, ou and ow, or, au and aw, ey, ear, silent h, silent c, are = 'air', ear = 'air') word building, morphemic strategies, spelling rules, high frequency words, theme words linked to cross-curricula learning.</p> <p><b>Writing</b> –</p> <p><b>Imaginative Texts:</b> Narrative through use of fairy tales. Literacy concepts: planning for success, story elements, characterisation, visual literacy.</p> <p><b>Informative Texts:</b> Information reports, labelled diagrams, inquiry learning, planning prior to writing, e.g. knowledge of topic, specific vocabulary and language features and text structure.</p> <p><b>Grammar</b> – Proofreading sentences, verb to be past form, expanding sentences, conjunctions, plurals -s and -ies, synonyms, proofreading a story, prefixes, apostrophe of possession.</p> <p><b>Speaking &amp; Listening</b> – Interacting effectively in groups or pairs, adopting a range of roles, demonstrating understanding of ideas and issues in texts. News and oral presentations.</p>	<p><b>Number &amp; Algebra</b> – Count and represent large sets of objects by systematically grouping in tens and hundreds, use and explain mental grouping to count and to assist with estimating the number of items in large groups, use place value to partition three-digit numbers, state the place value of digits in numbers of up to three digits, use and record a range of mental strategies to solve addition and subtraction problems involving two-digit numbers, including: an inverse strategy to change a subtraction into an addition, model multiplication as repeated addition, model division as repeated subtraction, record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation for half (<math>\frac{1}{2}</math>), quarter (<math>\frac{1}{4}</math>) and eighth (<math>\frac{1}{8}</math>), complete number sentences involving one operation of addition or subtraction by calculating the missing number, solve problems involving addition or subtraction by using number sentences.</p> <p><b>Statistics &amp; Probability</b> – Pose suitable questions that will elicit categorical answers &amp; gather the data relevant to the question, identify categories of data &amp; use them to sort data, display data using lists &amp; tables, record observations based on tables &amp; picture graphs developed from collected data.</p> <p><b>Measurement &amp; Geometry</b> – Record masses by referring to the number and type of uniform informal unit used, compare two or more objects according to their masses using appropriate uniform informal units, record comparisons of mass informally using drawings, numerals and words, and by referring to the uniform informal units used, find differences in mass by measuring and comparing, estimate mass by referring to the number and type of uniform informal unit used and check by measuring, compare and order the volumes of two or more models by counting the number of blocks used in each model, use the terms 'hour', 'minute' and 'second', experience and recognise activities that have a duration of one hour, half an hour or a quarter of an hour, one minute, and a few seconds, read analogue and digital clocks to the quarter-hour using the terms 'past' and 'to', describe the position of the hands on a clock for quarter past and quarter to, describe the positions of objects in models, photographs and drawings, make simple models from memory, photographs, drawings or descriptions, draw a sketch of a simple model.</p>

<b>SCIENCE – EARTH AND SPACE</b> <b>Changes on the Land and in the Sky</b>	<b>HSIE – GEOGRAPHY - PEOPLE AND PLACES</b> <b>Worldwide Connections</b>
<ul style="list-style-type: none"> <li>• How can people investigate the observable changes that occur in the sky and on the land?</li> <li>• How can people record these changes?</li> <li>• What seasonal patterns can be discovered?</li> </ul>	<ul style="list-style-type: none"> <li>• Where are places located in the world?</li> <li>• How are people connected to places?</li> <li>• What factors affect people's connections to places?</li> </ul>
<b>ICT</b>	<b>PD/H/PE</b>
<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• G-Suite – Docs and Slides</li> <li>• Film making</li> <li>• Inquiry Learning</li> <li>• Digital Citizenship - CyberSafety</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Stage Sport and fundamental movement skills</li> <li>• Gymnastics</li> <li>• School Responsibility Ladder</li> <li>• Safe Living</li> <li>• Child Protection</li> <li>• School Values</li> </ul>
<b>CREATIVE AND PERFORMING ARTS</b>	<b>MUSIC (Taught by Mrs Piper)</b>
<p>Create and appreciate a range of artworks related to class topics including painting, drawing, artist study.</p> <p>Make, perform and appreciate drama (including reader's theatre) with a focus on movement, voice and expression.</p>	<p>Students will complete the <i>Carnival of the Animals</i> unit from Term 2, recognising the instruments of the orchestra in musical pieces, and analyse the elements of music – pitch, tempo, dynamics and duration. They will respond to music through movement, notation, discussion about likes and dislikes. Students will revise and complete rhythmic and solfa studies from Term 1.</p> <p>Students will discover this year's <i>Music Count Us In</i> song: how it was created and recorded. They will begin to learn to sing this year's song.</p>
<b>LIBRARY (Taught by Mrs Rasaiah or Miss Porter)</b>	
<p>Year 2 Library sessions during Term 3 will focus on the Reading and Viewing outcomes in the English K-10 Syllabus. By being introduced to a wide range of literature including the Children's Book Council of Australia's shortlisted books, students will learn to distinguish the features of a quality text. Students will also appreciate how imaginative, informative and persuasive texts can differ in purpose, structure and topic. The books selected this term will meet the requirements for completion of the 2020 NSW Premier's Reading Challenge.</p> <p><b>Year 2 Borrowing: 2A (Monday) 1/2V (Thursday) 2FM, 2L and 2S (Friday)</b></p>	
<b>STAGE 1 SPORT – sports uniform to be worn</b> <b>GYMNASTICS – sports uniform to be worn</b>	
<p><b>Stage 1 Sport – All Year 2 classes (Wednesday)</b></p> <p><b>Gymnastics – All Year 2 classes (Thursday)</b></p>	
<b>CALENDAR</b>	
<p>For information about important dates and events in Term 3, please see the <a href="#">calendar</a>.</p>	