



## CURRICULUM OVERVIEW – TERM 1

Year 2/3E

### ENGLISH

**How are stories written?**

Students will understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences).

Students will work on targeted comprehension strategies to assist them when analysing different text types.

**How can language be used to persuade people?**

They will discuss texts in which characters, events and settings are portrayed in different ways, and think on the authors' reasons for doing this. Students will use this learning to write a narrative which has an orientation, complication and resolution.

Students will find the main idea of paragraphs in persuasive writings and write their own persuasive texts.

### HUMANITIES & SOCIAL SCIENCES

**How and why are places similar and different?**

Students recognise that the world is divided into geographical areas and that these places have diverse characteristics and can be described at different scales. Students will describe how people connect to these places. They will develop geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

This unit of work will be closely linked to the Commonwealth Games being held in April on the Gold Coast.

### MATHEMATICS

**Who is the Number Detective?**

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

They have opportunities to develop understandings of:

- Number and place value - count to 100 and 1000, investigate the 2's, 3's, 5's and 10's number sequences, identify odd and even numbers, represent 2 and 3-digit numbers, compare and order 2 and 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall simple addition and subtraction facts.

**Mapping**

- Location - interpreting simple maps and matching positions on a map, creating maps and giving directions.

**Shapes**

- Shape - drawing two-dimensional shapes, recognising the features of three-dimensional objects. They will then use these shapes and their mapping knowledge to create a town which will link to the The Arts and HaSS.

### SCIENCE

**What is the same and different about living and non-living things?**

Students will examine how living things, including plants and animals, change as they grow. They will investigate various life cycles. Students will understand what constitutes a living thing and recognise that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.

## RELIGION

### Who do you say Jesus is?

Students will pose questions and locate information in the Gospels to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. They will make connections between Jesus' teachings and actions and the way members of the Church community live today to reveal aspects of God's nature. Students will engage in guided meditation and mindful listening. They will participate in community liturgies and reconciliations respectfully.

## TECHNOLOGY

Students will use technologies (lap tops and iPads) to access programs such as; Nessy Literacy Learning, Study Ladder and reading comprehension activities. They will generate and record design ideas for an audience using technical terms and graphical and non-graphical representations. Students will design a poster advertising a competition using the class lap tops.

## THE ARTS

### Music

Students echo rhythm patterns, using accents and barlines. They also learn to notate their ideas for performance. They sing songs in unison and echo songs, adding actions and beat patterns. Students expand their solfa singing and explore ways of notating songs on the music staff. They explore the string family of the orchestra

### Drama

Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. Using the analogy of the "DRAMA TOOL BOX" they are formally introduced to the elements of drama and they learn about focus, tension, space and time

### Japanese

Year 3 - Sumo Self Introduction Students will be learning to introduce themselves in Japanese pretending that they are Rikishi (Sumo Wrestler). This will include their name, age, height and weight. Focus will be on learning numbers, both how to say and how to write in Kanji (Japanese writing). Along the way students will learn some of the cultural aspects of Sumo wrestling, a traditional sport in Japan.

## HEALTH AND PHYSICAL EDUCATION

Students will perform activities where locomotor and object control skills are combined to complete a movement, task or challenge. They will perform fundamental movement skills to demonstrate weight transference in different physical activities. Students will test alternatives to solve movement challenges to reach their set targets. They will explore and practice different techniques to propel objects towards a target and perform routines incorporating different jumping techniques and connecting movement.

## HOMEWORK

In **Years 1, 2 and 3**, homework should not be more than *4 sessions of approx. 25 mins* throughout the week. Student also need to be reading approx. 10 mins per night on top of their homework. This time does not include parents reading to children for pleasure.

**Homework will include a Maths sheet, spelling words and English work (sentences, find-a-word, mini report). Homework will be sent home on Fridays and returned the following Friday to be marked.**

## SIGNIFICANT DATES & EVENTS

Whole School Mass -8<sup>th</sup> February

Whole School Mass -14<sup>th</sup> February (Ash Wednesday)

2/3E Class Liturgy - 23<sup>rd</sup> February

Walking Wheeling Wed - That's My Team Theme Day - 28<sup>th</sup> February

Say No to Bullying Day - Wear Orange - 16<sup>th</sup> March

Harmony Day - 21<sup>st</sup> March

School Holidays - 30<sup>th</sup> March - 17<sup>th</sup> April

LIBRARY - MONDAY

MUSIC - MONDAY

DRAMA - THURSDAY

JAPANESE (Year 3's) - FRIDAY

PE - FRIDAY

SPORTS UNIFORM DAYS ARE : TUESDAY AND FRIDAY

## ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment. Students are required to collect a late pass from the office if the bell has gone.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child`s learning I can be contacted via the office or by email.

My email address is [Hayley.Hadfield@bne.catholic.edu.au](mailto:Hayley.Hadfield@bne.catholic.edu.au)

Parent Readers: If you are interested in coming into the classroom on Monday, Wednesday or Thursday mornings (9-10.40am) to listen to the students read. Please let me know ASAP so I can do up a timetable.

Thank you ☺

**Hayley Hadfield**

