

| Year 2 Term 4 Weeks 9, 10 & 11 | Unit of Inquiry: Design and Technologies | Co-Curricular Learning Experiences, Events & Important Dates |
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| Teachers Mikaela Sok Leonie Angelis Melanie Kearton Beth Wilson Jacqui Wilson | Big Question How do we build connections with others as we change? Lines of Inquiry <ul style="list-style-type: none"> What is health? (WALT explore the three domains of health) How can we be socially healthy? (relationships, resilience, respect, responsibility) (WALT identify how to be socially healthy) How might we include others? What are the emotional responses that help us build connections with others? (WALT identify and practise positive emotional responses) How can we take action to build connections? (What can I do to actively develop relationships?) Sustainability – Inquisitive unit taught through weekly Sustainability workshops lead by the Year 6 leaders. <ul style="list-style-type: none"> How are Earth's resources used? How can we look after Earth's resources? | 27 th Nov - Whole School Photo 28 th Nov – Hampton Primary Pen Pal visit 29 th Nov – Melbourne United Basketball Clinic 1 st Dec – Curriculum Day – Pupil Free Day 4 th & 8 th Dec – Kids Helpline Information Session 14 th Dec – Meet the Teacher 15 th Dec– Pizza and Icy Pole Lunch and Trivia Fun 18 th Dec – Christmas Carols |
| Capabilities | Ethical Understanding Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) <ul style="list-style-type: none"> Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002) Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003) | |
| Subject Learning Intentions (With links to the Victorian Curriculum) | | Specialist Classes Learning Intentions |
| MATHEMATICS <i>We are learning to:</i> N&A Patterns & Algebra Level 1 <ul style="list-style-type: none"> Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093) Recognise the importance of repetition of a process in solving problems (VCMNA094) Level 2 <ul style="list-style-type: none"> Describe patterns with numbers and identify missing elements (VCMNA112) Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction (VCMNA114) Level 3 <ul style="list-style-type: none"> Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes (VCMNA139) M&G - Measurement mass Level 2: <ul style="list-style-type: none"> Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (VCMMG115) M&G- Chance Level 2 <ul style="list-style-type: none"> Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (Vhttps://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMS125) | | PERFORMING ARTS We are Learning to: <ul style="list-style-type: none"> explore and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion and un tuned instruments. understand about form in music using examples include ternary form, Success Criteria: <ul style="list-style-type: none"> I will experience and demonstrate changes in musical timbre. I will use different words to describe the timbre in music. I will use different words to describe form in music. I will listen and sing and perform a call and response song using instruments. I will reflect on my learning for all the music elements I have learnt this term. VISUAL ARTS We are learning to: <ul style="list-style-type: none"> refine and complete our emoji pillows photograph and display our emoji pillows Success Criteria: |



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| <p>ENGLISH</p> <p>Reading</p> <p><i>We are learning to:</i></p> <p>*Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)</p> <p>*Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)</p> <p>*Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>*Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams (VCELA213)</p> <p>*Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p>Writing</p> <p><i>We are learning to:</i></p> <p>*Create short informative texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230)</p> <p>*Create events and characters using different media that develop key events and characters from literary texts (VCELT228)</p> <p>Grammar</p> <p><i>We are learning to:</i></p> <p>*Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>*Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>*Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214)</p> <p>Spelling</p> <p><i>We are learning to:</i></p> <p>*Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>*Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226)</p> <p>*Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227)</p> <p>*Use MSL and SWI spelling strategies</p> <p>Handwriting</p> <p><i>We are learning to:</i></p> <p>*Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Speaking and Listening</p> <p><i>We are learning to:</i></p> <p>*Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>*Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)</p> <p>DIGITAL TECHNOLOGIES</p> <p>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)</p> | <ul style="list-style-type: none">I can glue final details onto my emojiI can place stuffing into my pillow and sew up the edgeI can take a clear photograph of my pillow and upload it onto Seesaw <p>PHYSICAL EDUCATION</p> <p>We are learning to:</p> <ul style="list-style-type: none">Apply throwing and catching skills to gamesIntroduce tee ballDemonstrate sportsmanshipApply FM skills to mini gamesTabloid sports <p>JAPANESE</p> <p>We are learning to:</p> <ul style="list-style-type: none">Read all series 3 books independentlyCreate a book to take homeTo celebrate shichi,go,san festivalTo create Christmas origamiCreate stories with the class using verbs います、いません、好き、好きじゃない、ほしい、ほしくない、あります、ありません、おきます、ねます (to be, not to be, like, don’t like, want, don’t want,have, don’t have, wake up, sleep) adjectives (かわいい、こわい、かしこい、おかしい、好き、おいしい、おおきい、ちいさい、あかいさかな、あおいさかな、おとなしい) (cute, scary, clever, funny, like, delicious, big, small, good, red fish and blue fish, obedient) nouns (ねこ、いぬ、とり、ささ、さかな うま) (cat, dog, bird, bamboo, fish, horse) <p>Success Criteria</p> <ul style="list-style-type: none">To write the hiragana characters using the correct stroke order or all hiragana learnt so farTo read the booklets in small groups of 3To have 5 finger understanding at the end of story telling (check for comprehension)To understand the shichi, go, san festivalTo create Christmas origami |
| <p>Assessment & Reflection</p> | |
| <p>Essential Assessment: pre-test – SWST</p> <p>Measurement 7 Geometry - General All Post-test</p> <p>Catch up on any assessments missed to date</p> | |

