



## Year Two Overview Term Two 2020



Religious Education Units for Term Two engage in the Sacraments- Eucharist and Confirmation.

In Eucharist we explore how Jesus is always present with his followers and how this guides people to show love to others. Your child will begin by exploring the concept of love and the ways that people show love to others. Through 'The Story of the Feeding of the Five Thousand,' Jesus demonstrates how he showed love for others. To continue showing love to his followers today, Jesus started the family of God, called the 'Church.' One special way that Jesus continues to be present to the Church is through the Eucharist (Mass). Your child will learn that Jesus gave the Eucharist to the first members of God's family during the last meal he had with his followers, called the 'Last Supper.'

In Confirmation we explore how the Holy Spirit helps people to understand the teachings of Jesus and to show love and respect for others. The unit looks at the concept of love and how Jesus loved and cared for his friends, the disciples, so much that he promised to send the Holy Spirit when he left them. Through Scripture, your child will develop an understanding of how the disciples felt at this time and how Jesus promised to send the Holy Spirit.



### Term Two Focus and Theme

Our focus and theme for Term Two will be Superheroes.

A Superhero is a fictional character who protects innocent people and fights for good.. Usually a superhero is courageous and noble. We will explore this theme by integrating it in English, Religious Education, History and especially in the Keeping Safe and Highway Heroes curriculum. We will also find links to Mathematics in various activities.

#### Literature

Our theme of Superheroes will lead us into seeing the superhero within each of us, in the choices we make, the challenges we face and the way we get things done.

Students will use a framework to create and develop their own fictional stories. This will also include using growing knowledge of text structures and language features.

Another focus this term, will be investigating and identify the audience of imaginative, informative and persuasive texts. What is the purpose of these different types of text and how can we distinguish between them. The students will learn to create their own persuasive and informative text in a series of steps.

#### Literacy

In term two, we continue our journey to become fluent readers and develop good comprehension skills and accurate spelling.

**Writing.** The students will continue to practice re-reading and editing text for spelling, sentence-boundary punctuation and text structure. The children also practice writing legibly and with growing fluency using unjoined upper case and lower-case letters.

#### Language

The students begin to understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background. They learn that language varies when people take on different roles in social and classroom interactions. The students will have the opportunity to do their own presentations using different media.

Class discussions will focus on interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone. The children begin to understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose



### Mathematics

#### Number

The focus for in Term Two will be to perform addition and subtraction calculations with and without exchange and to explore the connection between addition and subtraction. Students will investigate number sequences, and group, partition and collections up to 1000 in hundreds, tens and ones to facilitate more efficient number operations.

#### Geometry

The focus in Term Two will involve Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units and to compare masses of objects using balance scales. The students will learn to tell time to the quarter-hour, using the language of past and to name and order months of the year.

#### Statistics and Probability

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' .



### Health and Keeping Safe Curriculum.

This term we continue our Unit on Feelings which will include a discussion of feelings we may experience in certain situations.

We will discuss the child's right to be safe, warning signs and risk-taking, and emergencies. The children will be guided through a series of activities and discussion that help develop an awareness of keeping safe



### History (HASS)

The focus for Term Two will be to investigate impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today . Our enquiry questions will be;

*What aspects of the past can you see today? What do they tell us?*

*What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life?*



### Digital and Design Technology.

**Focus for Term Two-** students use digital system for a specific purpose making connections between software and hardware. They identify patterns within data to make simple conclusions. Students select, present and use data using a variety of digital tools in an online environment.

In Digital Technologies, students explore design to meet needs or opportunities. They develop, communicate and discuss design ideas through describing, drawing, modelling and/or sequenced steps. Students use components and given equipment to safely make solutions. They use simple criteria to evaluate the success of design processes and solutions. Students work independently, or collaboratively, to organise information and ideas to safely create and share sequenced steps for solutions.

The students will also look at how technology has evolved over time. This will be integrated into HASS as we examine how the things we take for granted have changed over time.

### The Arts



Best Drawing Apps for Kids

### Media Arts – SeeSAW/Literature/ HASS

The Year Two students will experiment with images, audio and/or text to produce media work that communicates ideas and tells stories. They will have experience to capture, select and arrange mostly relevant images, using familiar signs and symbols to give meaning to their ideas and stories.

Students may begin to identify the purpose and messages in media work in a variety of contexts. They give their ideas and feelings about media work they view and produce.

### Visual Arts Integrated in Literature/ HASS



This term, the students explore how communicating messages and ideas can be used as inspiration to create artwork. They begin to select appropriate media and technologies and further experiment with the visual elements of shape, space, colour, line and texture.

The students are introduced to the concept of audience as they learn to present artwork that communicates messages and ideas to an audience.

As they make and respond to artwork, students identify how the elements are used and explore why people make art. ( Excursion to Art Gallery of Perth )