



Religious Education Units for Term Four; Baptism. Advent- Christmas.



Welcome to our final term this year. Term Focus and Theme: Go Around the World/ Christmas.

This term we will engage in stories with an around d the world theme. We begin with Madeline, a 7-year-old girl attending a boarding school in Paris. We then visit Paddington in London, ,Strega Nona in Italy and TikiTiki

Tembo, a Chinese boy with along name! We will then move into Advent stories and a Christmas theme.



Homework Grids for Revision Homework this term will continue be family based as well as revision based. These activities are to be done over a four-week period in their Homework Books. You may include other activities that you have done as

a family if you wish.

Edu-dance

Will go ahead this term - Great news. More will be shared with you in school newsletters.

Excursion

We have organised an end of year excursion to Fremantle and the Shipwreck Museum. We will visit the museum as a class and will share our playtime and lunch (Fish and Chips provided) with the Year Ones. I will let you know more details, but it is scheduled for Monday 23 November, week 7. We will be seeking parent helpers; some may need to use own transport and we are travelling in a bus with Year Ones.

'Go-To' Activities in Class. The children may continue bring a 'go-to' activity to school. The 'go-to' activity is an activity they have a special interest in, and they may work on at a specific time during the week in the class. These could include their own personal reading book, an art notebook or a journal they might like to keep.

Reports and Progress Files

These will be sent home at the end of the year. Parent meetings to discuss your child's progress if you have any concerns are welcomed.



English

Literature and Language

Our focus will be on stories from around the world.

We will Discuss the characters and settings of different texts and explore how language is used to present these features in different ways. This will be integrated into our Geography focus of places around the world. Looking at different regions and countries and how people are connected to their place and other places, past or present.

Literacy

In Term Four , we continue our journey to become fluent readers and develop good comprehension skills.

Reading. The children are now reading books with more complex text. They have made considerable progress this year in their competence in phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies.. We will continue use comprehension strategies to build literal and inferred structures. From here, we will begin to create short imaginative, informative and persuasive texts using growing knowledge of text structures and language.

Another focus will be to create short imaginative, informative and persuasive texts using growing knowledge of text structures and language. We will incorporate this in to our Seesaw and digital activities as much as possible. The students will attempt to Construct texts featuring print, visual and audio elements using software, including word processing programs .

Writing. This term a BIG focus on students re-reading and editing their text for spelling, sentence-boundary punctuation and text structure and correctly formed unjoined upper case and lower-case letters.

Spelling. Our focus will continue be on ONE SPELLING RULE A WEEK. The students learn how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable WORDS Including some compound words and us their knowledge of letter patterns to read and write high frequency words.



Mathematics

Number - REVIEW

The focus in Term Four will be to ensure that the children have a good grasp of all the concepts taught this year. The children will complete daily activities to assess their skill and understanding. Concepts will be reviewed and re-taught over the term. There will then be a final assessment.

As we move through the term, we will also be reviewing the concepts already taught e.g. to solve addition and subtraction problems using a range of efficient mental and written strategies. We will look at more complex multiplication as repeated additions, groups and arrays. Recognise and represent division as grouping into equal sets and solve simple problems using these representations groups.

Financial Literacy; this term, to further our unit of Money in Mathematics. The children will explore 'Money Makes the World Go Round', a mini economics unit based on managing money, needs and wants, goods and services, resources and saving and spending.



Health and Keeping Safe Curriculum. Strategies for Keeping Safe.

Children (at the appropriate level) look at

- 1. review people and agencies in their trusted network (Term 1 and 2)
2. problem solving strategies for keeping safe
3. how to use assertive language
4. what is persistence and why is it important

We will engage in memory games, learning our address and telephone numbers, appropriate use of phones, such as on an excursion. We will review the children's trusted network and finally discuss perseverance and problem solving.

Hass Geography.

Continuing in Semester Two the children engage in the study of Geography. We continue to examine the location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia. Look at the Local features and places are given names, which have meaning to peoplë, in particular, the ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place. We will also look at the connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters).

Studies will include examining the influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places. A look at our local community as an example.

The Year Two's will also learn the Aboriginal Seasons.

WE WILL INTEGRATE OUR ENGLISH AVTIITIES AND FOCUS STORIES INTO THIS STUDY



Digital and Design Technology. STEM

This term we are checking that planned features have been included in design plans and drawings by referring to identified criteria for success, including care for the environment. We also explore and critique products, services and environments for their impact on sustainability which will be integrated into our mini economics unit.

We continue to use Seesaw in learning activities

Visual Arts Integrated in ENGLISH AND GEOGRAPHY.



Last term the children began to learn how to create characters from the Dr Seuss stories. This term we will learn to create landscapes, using visual art elements and techniques, to create art work of various places studied in our investigation of places and countries. We will also examine Aboriginal art, how it was created originally and attempt to design art using a similar but modern technique.



Media Arts – Seesaw /Literature/ HASS

The Year Two students will experiment with images, audio and/or text to produce media artwork that communicates ideas and tells

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, particularly in relation to focus stories.