Teachers Mrs Bronwyn Rose, Mrs Amy Hoppit, Mr Moreno Faccin

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Topics</th>
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<tr>
<td>Religious Education</td>
<td>There are three units of study in Religious Education during Term One. These are &quot;Jesus Helps Me to Love&quot;, &quot;Lent: Being Alone&quot; and the Easter Triduum Unit &quot;Never Alone&quot;. These units focus on the example that Jesus is for us as we live our lives, how we prepare for the celebration of Easter and how Easter and Christ's resurrection is the central to our faith. In their studies, the students will refer to some of the following scriptural passages... Mt 5:6 The Beatitudes Mt 18:21-22 Forgiveness Mk 12:28-34 The first commandment Lk 7:36-50 Jesus forgives Lk 10:29-37 The Good Samaritan Lk 17:11-19 Jesus cleanses ten lepers Mt 4:1-2 Jesus goes into the desert Mt 21:28-31 The parable of the sons in the vineyard Mt 14:32-50 Jesus praying in the garden of Gethsemane Mt 6:5-13 Jesus teaches his disciples to pray Mk 6: 41, 42 Jesus prays before the multiplication of the bread Lk 11: 1-4 Jesus teaches his disciples to pray Lk 23:26-49 Crucifixion, death and burial You may wish to read these with your children over the course of the term. There are many good youtube clips available such as <a href="https://www.youtube.com/watch?v=8tRAOZGACa8">https://www.youtube.com/watch?v=8tRAOZGACa8</a> <a href="https://www.youtube.com/watch?v=afzoWMTkKHY">https://www.youtube.com/watch?v=afzoWMTkKHY</a></td>
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<td>English</td>
<td>Students will participate in Reading and viewing – This will enable students to use an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on many topics and in different media and technologies Writing - Students will learn to understand how planning, composing and reviewing contribute to effective and imaginative texts. They will also apply aspects of composing to enhance learning and enjoyment as well as developing an awareness of issues relating to the responsible use of digital communication.</td>
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**Speaking and listening**- Students develop and apply knowledge and understanding that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience and purpose.

Modelled, shared and guided reading and writing occur daily.

Mrs Catriona Pennay supports Year 2 during English time, which allows us to work in 3 smaller groups in each class where the children's needs can be more readily catered addressed.

**Some websites to explore for homework**
Username Kingswood  Password – Joeys

### Mathematics

The strands of Working Mathematically, Measurement, Number, Patterns and Algebra and Data, Addition Subtraction and Multiplication/Division will be covered over the term.

Students begin each daily Maths Block with a warm-up task which focuses on number. Secondly, students are engaged in a rich open-ended task where they use and develop mathematical skills. Finally, there is a reflection where teacher and students are engaged in reflecting upon and consolidating the learning.

**Some websites to explore for homework**

**See below for Mathematics games**

### HSIE

Each term is divided into two five week blocks where the focus will alternate between HSIE or Science and Technology.

**Wet and Dry Environments**

In HSIE students will be exploring and comparing wet and dry environments, areas such as the Daintree Rainforest, Great Barrier Reef and the Simpson Desert. They will identify where in Australia wet and dry environments are and discover how Aboriginal Australians adapted to their environment. They will also be identifying how our environment continually changes.

Home-study suggestions include reading, researching and writing about wet/dry environments in the local area or in places where you may have travelled. Your child may wish to use electronic media to present some information about
| Science & Technology | Push-Pull.  
This unit is focused on learning, through a collaborative, inquiry-based approach, about natural and manmade forces. Students in Year 2 will be exploring the forces such as gravity and those forces involved in floating, lifting, rolling, pushing and pulling. |
|---------------------|--------------------------------------------------|
| PDH                 | Bounce Back  
A wellbeing and resilience program  
Students will learn about  
- Relationships and looking on the bright side (being optimistic).  
- The value of friendship and loyalty  
- How to be a thoughtful friend  
- Good and bad ways to disagree  
- How to apologise and be friends again |
| Physical Education  | Sport will be on Monday afternoons. Students will be engaged in gross motor skill development including balancing, running, skipping, bouncing, kicking, hitting, throwing and locomotion. They will be using a variety of equipment some of which includes large/small balls, skipping ropes, balance beams, quoits and mini-tramps  
**Homework opportunities**  
Playing with your children or involving them in structured sporting clubs is a very positive and healthy way to engage your children in physical education. Having your child keep a training diary and setting goals may also assist in encouraging their improved fitness and performance levels. |
Creative Arts

**Music with Mr Kristian Jackson and Drama**

Mr Kristian Jackson will be teaching Year 2 music on Wednesdays. Students are involved in singing and instrumental activities. Mr Tim Martin will be conducting the Drama Literacy program with Year 2 also on Wednesdays. He will use drama activities to develop understandings about a picture book and link this back to writing in the classroom.

**Year 2 Timetable**

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<th>Tuesday</th>
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<td>School</td>
<td>Library/Drama Literacy</td>
<td>Music</td>
<td>Students may wear sport</td>
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<td>Assembly</td>
<td>Mr Tim Martin</td>
<td>Mr Kristian Jackson</td>
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**Please Note:**

- Absent Notes – please send a signed and dated note explaining the reason for your child’s absence on their return to school.
- Concerns – if you have a concern about your child, please arrange a meeting time with the class teacher by contacting the school office.
- Reading Books- Home readers re returned on Friday and new readers given out on Monday. Please help your child to return library books.
- Crunch and Sip: This occurs at the commencement of the day or at about 10am each day, please provide your child with easy to eat/peel fruit or fruit that is already peeled fruit and a bottle of water.

**MATHS Games FOR homework**

*These Maths Games can be played at home with a minimum amount of equipment. Many games can be played with dice, playing cards and tape measures. Buttons can be used as counters.*

*These games help to develop student number skills.*

Happy playing!!

Three-Minute Challenge
Person A rolls the dice. Person B collects the counters. Continue for 3 minutes getting as many counters as you can in the time. Count your counters and arrange so they are easy to count.

**Calculator Counting**

Use the constant function on a calculator to generate sequences. Children use pegs to mark the numbers generated on a tape measure, or write the number sequence on a number roll and look for patterns.

**Snap**

Play a game of snap.

**Blank Number line**

Take some number cards (about 10) and give one at a time to place on a ‘blank’ number line on the floor or table. Children will learn which numbers come before and after other number. Vary this by making 2 and 3 digit numbers.

**Headache**

Involves 3 players. You need a deck of cards with the picture cards and jokers removed. Player A and Player B take a card from the pack and hold it to their forehead without looking at their own card. Player C determines the total. Player A and B look at the total, and look at the card on their opponent’s forehead and work out the value of the card on their own head.

**Variations** - Take 2 cards or more to make 2 and 3 digit numbers.

**Card Add Up**

1. The Ace = 1
2. Shuffle the cards and put them face down.
3. Turn 1 card over, and move it to the side
4. Turn another card over; add it to the first one.

*The idea is not to use your fingers but the strategies:

**Doubles**: 3+3, 5+5 etc

**Doubles +1**: 3+4 is 3+3+1

**Adding 10**: 16+10 (the tens column change, not the ones column)

**Adding 9**: 16+10 = 26 then -1=25

**Halving the number to be added**: 37+6 (half 6, so 37+3+40, then add the other 3 = 43

**What Comes in 2s?**

What things do you know that come in 2s (or pairs)? Either write or draw what the children suggest. Pose problems like “Using these sticks, show me what 5 pairs of chopsticks would look like.”
What Comes in Groups?
What things do you know that come in sets? ... In packets? ... In bunches? ... In groups? Pose problems like “Using the counters, show me how many wheels would be on 3 cars.”

Tape Measure Games

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<tr>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>How To Play</th>
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| 3 in a Row       | Tape Measure Pegs  
Deck of cards      | 1.Use the deck of cards already provided. Place them face down in a pile with the K, Q, J and Joker taken out. The A can be 1.  
2.Turn 2 cards over and put them together to make a number. Eg a 6 and a 3 could be 63 or 36.  
3.Place a peg on the tape measure on top of this number.  
4.The next player repeats.  
5.The person with 3 pegs in a row is the winner. |
|                  | Tape Measure Pegs  | 1.Call out a number and place a peg on that number. |
| Take Away        | Tape Measure Pegs  
Cards              | 1.Turn over a card and take this number away from 10.  
2.Place a peg on the answer.  
3.Turn over a card and take this number away from 20.  
4.Place a peg on the answer. |
| Total of 3       | Tape Measure Pegs  
Cards              | 1.Turn 3 cards over, add them up and place a peg on the answer.  
2.When confident, turn 4 cards over and add together |
| I’m thinking of a number... | Tape Measure Pegs  | 1.Play with a partner.  
2.Say “I’m thinking of a number that is higher than.... and lower than.... What is my number?”  
Keep giving clues. |

Make the Largest Number
Four cards are selected randomly from a set of 0-9 digit cards or playing cards. The aim is to be the person who makes the largest three-digit number.
Number Target
Select a numeral card from 5-10. Children suggest two numbers to add together to make this number. Increase target numbers to 10-15 and then 10-20. Children suggest 3 numbers to add together to make this number.

Design a Chocolate Box
I have 24 chocolates. I want to make a flat box for them. What might the box look like?

Sharing Lollies
At a party the lollies were shared. Each person got 3. How many people were at the party and how many lollies were there altogether?

Some additional online games could possibly include:
-Woodlands Kent (numeracy and literacy)
http://www.primaryhomeworkhelp.co.uk/

-Copacabana PS Weebly has numeracy and literacy games sorted into strands and stages
http://getsmarts.weebly.com/

-Count Me In Too (numeracy)

-Bible Gateway

-Jenny Eather Maths Dictionary for Kids
http://www.amathsdictionaryforkids.com/