TERM 3 CURRICULUM OVERVIEW - YEAR 2

Religious Education:

Created for Life
In this unit students learn about what it means to live in right relationship with all of God’s creation. In Part 1, they explore the beauty and diversity of the gift of creation, and consider their responsibility to care for it. In Part 2 students learn about living in right relationship with others as they ponder the parable of the Good Samaritan.

God Loves Us, No Matter What!
In this unit students learn about forgiveness and reconciliation. In Part 1 they explore the parable of The Prodigal Son/The Forgiving Father with a focus on the actions and responses of each character, and relate the teachings of this parable to their own experiences. In Part 2 students learn about how the Catholic community celebrates God’s forgiveness and the reconciliation between people in the sacrament of Penance.

Literacy:

Reading:
Reading this term will revolve around the following types of activities and tasks:
- Guided reading,
- Computer reading tasks,
- Word study,
- Book related tasks
- Independent reading
- Spelling / Grammar
- Reader’s Theatre

The focus for this term will revolve around developing skills in the following areas:
- locating specific information in a text,
- finding the key ideas that may not be directly stated,
- use of index and contents page,
- describing and comparing characters.
- relating events from a text to own experiences
- summarising main ideas
- innovating on a given text (narrative)

Writing:

During this term, the following writing styles are being explored:
- Procedures
- Factual writing – Science reports
- Narratives – Innovating on a text

Students will be encouraged to-
- use the appropriate format
• include appropriate sentence beginnings, and vocabulary
• write several related sentences
• begin to enhance writing with the use of emotive language
• revise writing after conference with teacher and suggestions from both teacher and peers
• begin to proof read writing, making changes to spelling, punctuation and storyline
• check spelling (using the have-a-go system)
• add interest to their writing through the use of adjectives and verbs
• apply correct punctuation more consistently (full-stops, commas, talking marks, apostrophes, capital letters and exclamation marks).

Spelling is an integral part of our Literacy program and includes – high frequency words, word families, rhyming words, homonyms, antonyms, theme words and personal spelling words. Children are encouraged to use word lists, charts and dictionaries, as well as their own personal spelling list and a have-a-go practice sheet.

**Speaking and Listening:**

The focus for this term is on further developing good listening habits, with opportunities for speaking and listening occurring on a regular basis. These include-

• Show and tell
• Shared reading
• Guided reading
• Class discussions
• Co operative group work
• Pair work

**Numeracy:**

**Number:**

• Count forwards and backwards to and from 1000 and skip-count to 100.
• Model, represent and understand numbers up to 999.
• Use informal fraction language in relation to objects and collections of objects.

**Space:**

• Use and understand everyday location words to follow and give oral directions.
• Use ‘left’ and ‘right’ to describe the position of objects in relation to self.
• Locate, follow and orally describe paths on simple maps, models and mazes.
• Locate key features when interpreting or making simple maps or models of familiar locations.

**Measurement, Chance and Data:**

• Use everyday language to describe and compare length and area.
• Make comparisons of the area of two or more objects
• Use uniform informal units to estimate, measure and compare length and area.
• Measure objects by comparing to formal units and standard units of measurement and using simple, common measuring tools.
• Record, represent and summarise data in lists and simple graphs.
• Describe and interpret data in lists and simple graphs.
• Use simple strategies to explore tasks and solve problems.
• Estimate, describe and compare temperature using qualitative terms (cold, warm and hot)

**Integrated Studies:**

**Unit: Light and Colour**

**Purpose:**
Children will be encouraged to consider how we and other animals make use of the natural phenomenon of color and light.
The topic will increase childrens’ understanding of the properties of light and their knowledge of light sources,
They will also develop their ability to identify and name colors and tones and to make connections between color, light and heat

**Physical Education:**

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<thead>
<tr>
<th>Focus/Skill</th>
<th>Activities</th>
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<tr>
<td><strong>Skipping</strong></td>
<td>Bounce using two hands</td>
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<td>Continuous bounce using one hand</td>
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<td></td>
<td>Dribbling with the feet</td>
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<td><strong>Ball Control</strong></td>
<td><strong>Throwing</strong></td>
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<tr>
<td></td>
<td>accuracy, distance, height, speed &amp; spin</td>
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<td></td>
<td>Underarm two hands</td>
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<td>Rolling underarm</td>
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<td></td>
<td>Underarm throw</td>
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<tr>
<td><strong>Kicking</strong></td>
<td>Large ball</td>
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<td>Large ball at a target</td>
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<td></td>
<td>Punt kick large ball</td>
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<td><strong>Ball Games</strong></td>
<td>Football</td>
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<td>Soccer</td>
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<td>Netball</td>
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**Library:**

During Term 3 the students will be reading and critically analysing the books nominated by the Australian Children’s Book Council for 2009. The theme we will be exploring is BOOK SAFARI– we will also be reading popular books from the past written by well known authors.
There will be a Book Week celebration involving a range of activities including a favourite character dress up day, an interactive environment incursion and display and a drawing competition.
**Art:**

In all year levels, Term 3 Art will continue to be used as a vehicle for exploring new ideas and experimenting with different mediums. The children will be allowed the opportunity to be individually expressive, creative and communicative via their art work. They will be encouraged to further develop and refine their existing skills in line, tone, texture, pattern, shape, colour, fine line drawing and to a less extent, construction. The children in all levels will continue to experiment with the mediums which predominantly include paint, watercolours, charcoal, chalk, oil pastels, crayons and pencil. Printing, collages, tearings, rubbings and markings are some of the processes which will be undertaken in order to add special effects to artwork. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

**LOTE:**

As sport is always very much an interest amongst the children of this age, time will be spent looking at the different ball games that are played. The shared reading of ‘*Con Questa Palla Gioco a.............*’ introduces the children to some commonly played ball games. The phrases used to state whether one likes or dislikes a particular game are taught and children write simple sentences stating whether they play particular games and to what degree they either like or dislike those games.

The basic colors are revisited and new ones introduced. *Viola, arancione, marrone, grigio* and *azzurro* are included in the list. Short, simple sentences are written stating the colors of given items.