

## Stage 2 Term 3 Learning Overview

Information is listed below about the learning experiences your child will be involved in this term.

| ENGLISH                         |   |
|---------------------------------|---|
| <b>Reading</b>                  | Reading levelled texts <ul style="list-style-type: none"> <li>- Increasing fluency and improving use of reading strategies</li> <li>- Reading informative texts</li> <li>- Fluid use of Comprehension Strategies</li> </ul>   |
| <b>Writing</b>                  | Writing to inform <ul style="list-style-type: none"> <li>- Information report</li> <li>- Include subheadings</li> </ul>   |
| <b>Speaking &amp; Listening</b> | <ul style="list-style-type: none"> <li>- Coherently communicating thoughts and ideas and listening attentively to others.</li> <li>- Public Speaking</li> </ul>   |
| MATHEMATICS                     |   |
| <b>Mentals</b>                  | - developing the skills and confidence to perform mental computations efficiently   |
| <b>Warm Ups</b>                 | - developing automatic recall of mathematical knowledge, skills and strategies  |
| <b>PRIME</b>                    | Explicit teaching of: <ul style="list-style-type: none"> <li>- Numeracy and Algebra</li> <li>- Measurement and Geometry</li> <li>- Statistics and Probability</li> <li>- Problem Solving with an emphasis on both the process (UPAC – Understand, Plan, Answer, Check) and strategies, including the Bar Model Method</li> </ul>  |
| OTHER KEY LEARNING AREAS        |   |
| <b>Science &amp; Technology</b> | <b>Living World:</b> Stage 2 of the Living World strand focuses on the classification, life cycles and survival of living things. Students consider the agricultural processes used to grow plants and raise animals. Students design and produce a product or system to support the growth of a plant and/or animal.   |
| <b>History (Semester 2)</b>     | <b>First Contacts</b> <ul style="list-style-type: none"> <li>- History of Aboriginal and Torres Strait Islander peoples.</li> <li>- European exploration and colonisation in Australia and throughout the world up to the early 1800s.</li> <li>- Impact of exploration on other societies, the changes and consequences, and how these societies interacted with newcomers. How these experiences contributed to their cultural diversity.</li> <li>- Applying skills of historical inquiry and communication.</li> </ul>  |
| <b>Creative Arts</b>            | <b>Dance</b> <ul style="list-style-type: none"> <li>- creative movement</li> <li>- moving in time with music and others</li> </ul>  |
| <b>PD/H/PE</b>                  | <b>Physical Education (PE)</b> <ul style="list-style-type: none"> <li>- How can we move our bodies to perform skills in different ways?</li> <li>- Multi Sport - Athletics</li> <li>- Fitness</li> </ul> <b>Personal Development (PD) and Health (H)</b> What skills and strategies do we need to be healthy, safe and empowered? <ul style="list-style-type: none"> <li>- discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity</li> <li>- analyse physical and emotional responses that indicate when they and others feel safe or empowered</li> </ul> |