

# Term 2 Teaching and Learning



## Stage 2

### 3M, 3/4D and 3/4F

We welcome our students and families to Term 2. We have had a positive and smooth start to the term, and are well underway with learning. In this newsletter, you will find an overview of this term's learning.

## English

We are continuing our focus on the concepts of *genre* and *perspective*, by comparing the texts, *Iceberg* and *Earth's Incredible Oceans*. Our overall learning intention and success criteria for this unit of work are listed below:

We are learning about different genres of texts by reading *Iceberg* and *Earth's Incredible Oceans* so that we can know how language features and structures change to suit the purpose and audience

Lessons will provide opportunities for students to:

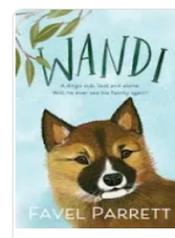
- Use and explain Tier 3 words in *Iceberg* and *Earth's Incredible Oceans*
- Identify what is the same and what is different about these 2 texts
- Name different structures and features of informative texts

- 
- Use adverbial phrases or clauses to add information to a verb or verb group
  - Use adjectives to describe features
  - Use capital letters at the beginning of a sentence, for proper nouns, headings and subheadings
  - Use a comma to list adjectives
  - Experiment with language choices to change genre

Our subsequent text is *Wandi* by Favel Parrett.

Please follow this link for a summary of the book.

<https://www.betterreading.com.au/book/wandi/>



Students are learning to present an argument with authority so that we can effectively persuade our audience. Lessons will provide opportunities for students to:

- Use modal words (emotive and persuasive)
- Give a statement of position
- Use declarative sentences
- Use coordinating conjunctions (FANBOYS - For/And/Nor/But/Or/So)
- Use adverbial phrases
- Group sentences into paragraphs using the traffic light structure (topic sentence, supporting sentences and conclusion)

You may support your child at home by discussing the perceptions of the dingo and the role that they play in our ecosystem; predicting the meaning of unfamiliar words and extending your child's vocabulary are also beneficial. Making connections between key ideas in texts and the personal experiences of your child also helps to deepen comprehension.

Below is an overview of target teaching points in spelling for Term 2. This overview is a guide only as teachers will be flexible in their approach to phonics and spelling as they respond to student needs.

Phonological Component	Sample Words	Morphological Component
/oo/ as in <i>soon</i> [u_e, ue, o, oo, ew, ough, oe]	nude, volume, true, value, (re)issue, (re)move, (dis)prove, (dis)approve, spoon, zoo, mushroom, chew, blew, (re)new, (re)view, (un)screw, through, shoe	Prefixes: un-, re-,dis-
R-controlled vowels /ar/ as in <i>farm</i> [ar, a]	(dis)arm, (dis)card, car, party, park, smart, (re)start, yard, (dis)card, (dis)similar, (pre)molar, (pre)arrange, (mid)march, (mis)start, mis(part), glasses, bath	Prefixes: pre-, mid-, mis-
r-controlled vowel /or/ as in <i>for</i> [or, au, ore, oor, aw, ough, ar, al, augh, oar]	cork, short(ly), record, story, fork, storm, more, before, ignore, sore(ly) crawl, straw, floor, poor(ly), warn, toward, fought, all, walk, caught, taught, board, soar	Suffixes: -ly and -y
Revise long vowel phonemes /ee/ [e_e, ea, ee,e, ey, y] /ay/ [ai, ay, aigh, eigh, a, a_e, ey,ea] /igh/ [i_e, ie, i, y,igh] /ow/ [oa, ow, o_e, o, oe] /oo/ [u_e, ue, oo, ew, ough, oe]	dingo(es), hero(es), potato(es), volcano(es), tomato(es), torpedo(es), bicycle(s), butterfly(s), chocolate(s), pelican(s), movement(s), foot-feet, goose-geese, man-men, tooth-teeth, woman-women	Inflected suffixes: plurals (-s/es) Irregular plurals: Nouns that change their vowels

To facilitate creating multimodal texts, students will be using the digital tool *Canva* at school. Students may also use this program at home via access to Google Classroom.

---

## Mathematics

This term sees a focus on the following concepts:

### Measurement

measure and compare objects using metres, centimetres and millimetres  
represent and read analog time

### Fractions

model and represent unit fractions and their multiples to complete a whole on a number line and on a fraction wall

### Multiplication

use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10

### Space

compare and describe features of two-dimensional shapes

### Data

collect discrete data and organise it efficiently in a table  
interpret data to solve problems and ask new questions

### Whole Number

read, represent and order numbers to thousands

Our mathematics tasks require students to:

- explore and connect mathematical concepts
- choose and apply efficient techniques to solve problems
- communicate their thinking and reasoning coherently and clearly

You may wish to support your child by talking about mathematical investigations introduced in class and listening to their thinking and strategy to further develop mathematical language and flexibility of thinking.

## Science and Technology

This term, Stage 2 students continue to learn with Mrs Androulakis and will focus on identifying different properties of materials and how they affect their suitability for products. Students will also have the opportunity to develop a design solution to an identified need or opportunity, using a variety of materials. Students will work towards developing the following knowledge and skills:

- describe the properties of different materials
- understand that properties of materials influence their use
- understand that elastic materials return to their original after they have been stretched or squashed.
- carry out, record and evaluate an experiment to find out which ball is the bounciest (has the highest elasticity)
- investigate how the properties of natural and processed materials influence their suitability and use in products, services and/or environments
- understand that elastic materials return to their original after they have been stretched or squashed
- recognise the role of people and technology in the design and mass-production of toys.
- follow and complete the design and production process to answer a design brief and criteria for success

---

## History

Stage 2 students continue to explore British colonisation in Australia. Students are learning about the effects of British Colonisation and European settlers in Australia upon the Aboriginal and Torres Strait Islander Peoples and also understand the perspective from both sides. Students will be successful when they can:

- describe what life was like for the Indigenous People of Australia before the arrival of European settlers
- name some of the early explorers, including Captain Cook and their discoveries and / or voyages
- describe the reasons why convicts were sent to Australia and what life was like in 1700's England
- name some of the 11 ships of the First Fleet and what the voyage was like for the different people on board
- describe the impact on Aboriginal and Torres Strait Islander People after 1788

Lessons in Geography will be implemented in the second half of the year.

## Personal Development, Health and Physical Education

In our lessons, students will explore the health and wellbeing benefits of connection, belonging and relationships, including kinship as an important part of local Aboriginal and Torres Strait Islander cultures. They will describe how being fair, respectful and inclusive contribute to their own and others' health and wellbeing. We will focus on the connections of regular physical activity to positive mental health. Stage 2 students will also be involved in Fitness and Sport activities which will develop athletic and track skills and teamwork.

## Creative and Performing Arts

This term will have a focus on music and musical concepts. Lessons will provide opportunities for students to sing, play and move to music, demonstrating a basic understanding of musical concepts. They will organise musical ideas into simple compositions and use understood symbols to represent these. Students will listen to a range of music, identifying key features and they make some informed judgements about musical preference.

We are looking forward to another term of engaging learning and supporting our students to learn and grow. We thank you for your ongoing support and working with us in a positive way.

Kind Regards,

The Stage 2 Team

Mrs Dow, Miss Flanagan and Mrs Malakonakis