Planning Overview
Term 1
Year 2 2017

MATHS

Number and Algebra: Investigation Quiz It

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences:

- developing fluency and confidence with numbers and calculations by saying number sequences
- recognising patterns in number sequences, such as adding 10 always results in the same final digit

Recognise, model, represent and order numbers to at least 1000:

- recognising there are different ways of representing numbers and identifying patterns going beyond 100
- developing fluency with writing numbers in meaningful contexts

Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting:

- using an abacus to model and represent numbers
- understanding three-digit numbers as comprised of hundreds, tens and ones/units
- demonstrating and using models such as linking blocks,

Describe patterns with numbers and identify missing elements:

- describing a pattern created by skip counting and representing the pattern on a number line
- investigating features of number patterns resulting from adding twos, fives or 10s

Explore the connection between addition and subtraction:

- becoming fluent with partitioning numbers to understand the connection between addition and subtraction
- using counting on to identify the missing element in an additive problem

Statistics and Probability

Identify a question of interest based on one categorical variable. Gather data relevant to the question:

- determining the variety of birdlife in the playground and using a prepared table to record observations

Collect, check and classify data:

- recognising the usefulness of tally marks
- identifying categories of data and using them to sort data

Create displays of data using lists, table and picture graphs and interpret them:

- creating picture graphs to represent data using one-to-one correspondence
- comparing the usefulness of different data displays
Science: WATER WORKS

Science as a Human Endeavour: Nature and development of Science
Use and influence of science

Science Enquiry skills: Questioning and predicting
Planning and conducting
Processing and analysing data and information
Evaluating
Communicating

Engage: Engage students and elicit prior knowledge
o Wondering about water
To capture students’ interests and find out what they know about water and how to use it.
Where does water come from? How do we use it responsibly?

Explore: Provide hands on experience of the phenomenon
o Water walk
o Rain, rain
o It’s raining
o Ground water
o Go with the flow
To provide students with hands-on shared experiences of water use, what happens to rain falling on different surfaces and the exploration of movement of water on different surfaces.

Explain: Consider and develop current scientific explanations for observations and develop conceptual understanding.
o My watery story
Representation, explanation, and understanding of sources of water and how it is collected, transported, accessed and used.

Elaborate: Extend understanding through student-planned investigation
o Investigating water use at home
o Water detectives
o Graph it!
o Community water use
o Interview planning
o Guest speaker
Planning and investigating water usage at home and other people’s use and management of water.

Evaluate Students represent their understanding and reflect on their learning journey.
Informative interviews
To provide opportunities for students to represent what they know about water, how to use it in a variety of ways and to reflect on their learning.
**HEALTH**

Promoting Resilience

**KNOWLEDGE AND UNDERSTANDINGS**

Promoting well-being
- Social-emotional well-being
- Ways to keep healthier and safer

**SELF MANAGEMENT SKILLS**

Self understanding
- Understanding emotions
- Managing emotions

The key aspects of resilience
- Developing a sense of connectedness and belonging
- Developing an awareness of a range of feelings and understanding that thoughts influence feelings
- Practising regulating or calming feelings of stress or anger.

Understandings and skills are related to the students’ personal experiences
- **Making friends**
  Ways to make people feel welcome and on identifying similarities and differences in self and others.
- **Rules**
  Reasons for rules and provides opportunity to problem solve in situations where rules are challenged.
- **Learning about feelings**
  The link between thoughts and feelings; the physical signs of stress and anxiety and coping strategies.
- **Staying in control**
  Practising effective coping strategies and identifying that different strategies may be needed depending on the situation

**RELIGION**

**Beautiful World Beautiful Me**

**Baptism**

The beauties we can see in creation are sources of great pleasure. We keep discovering that God is more beautiful than we ever could imagine as we study beauty in creation. God wants to live in them to help them become more beautiful by doing good.

**Just Like Jesus**

The more we make choices, the more we can wonder at our ability to choose freely. We can realise also that God Trusts us to use our freedom in ways that reflect love and goodness, and not in ways that are selfish and wrong.
HISTORY

Historical Knowledge and Understanding
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past

Elaborations
- Using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
- Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- Investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past

The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past)

- Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people’s lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)
- Identifying where the technology used in their grandparents’ childhoods was made compared with the technology they use today
- Creating models of toys used by children who lived when electricity was not available

Historical Skills

- Sequence familiar objects and events
- Distinguish between the past, present and future
- Pose questions about the past using sources provided
- Identify and compare features of objects from the past and present
- Explore a point of view
- Develop a narrative about the past
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies
Guide Reading
Guided reading is an essential part of the early literacy program. In a guided reading session within the classroom, students are placed into small groups according to their level of reading.

*Learning Intentions will focus on:*
- comprehension strategies
- accuracy
- fluency
- extending vocabulary.

Comprehension Strategies:
Finding Main Idea
Recalling Facts and Details
Understanding Sequence
Recognising Cause and Effect
Making Predictions
Finding Word Meaning in Context
Drawing Conclusions and Making Inferences
Reading Pictures

Guided Writing
Guided writing lessons are small group lessons teaching those strategies that a group of students most need to practice with immediate guidance from the teacher. Guided writing lessons are taught after a whole class modelling lesson once other students are actively engaged in independent writing.

*Learning Intentions will focus on the following:*

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Punctuation</th>
<th>Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>Full Stops</td>
<td>Recount</td>
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<tr>
<td>Adjectives</td>
<td>Capital Letters</td>
<td>Narrative</td>
</tr>
<tr>
<td>Verbs</td>
<td>Question Marks</td>
<td>Procedure</td>
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<tr>
<td>Synonyms</td>
<td>Commas</td>
<td></td>
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<tr>
<td></td>
<td>Apostrophes</td>
<td></td>
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</tbody>
</table>

Learning Experiences will be taken from the chosen texts and will cover the following domains:

<table>
<thead>
<tr>
<th>Cognitive (skills and processes involved in learning, thinking and understanding)</th>
<th>Sensory Play (Learning through senses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio –Dramatic Play (Learning by role-taking and pretending)</td>
<td>Physical/Manipulative Play(learning by touch/feel/manipulating)</td>
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<tr>
<td>Creative (learning by creating)</td>
<td>Exploratory Play (learning by finding out)</td>
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Spelling

<table>
<thead>
<tr>
<th>Spelling Focus</th>
<th>Spelling Rule</th>
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</thead>
<tbody>
<tr>
<td>Revision of Year 1</td>
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</tr>
<tr>
<td>Double Consonants tt ll</td>
<td>E goes away when ing comes to stay</td>
</tr>
<tr>
<td>Double Consonants ss zz</td>
<td>E goes away when ing comes to stay</td>
</tr>
<tr>
<td>Long Vowels a-e, e-e,i-e</td>
<td>Add 's' to make plural</td>
</tr>
<tr>
<td>Long Vowels o-e, u-e</td>
<td>Add 's' to make plural</td>
</tr>
<tr>
<td>Phonic Patterns oa, oe, ow</td>
<td>Add 'ed' to indicate past tense</td>
</tr>
<tr>
<td>Phonic Patterns ie</td>
<td>Add 'ed' to indicate past tense</td>
</tr>
<tr>
<td>Phonic Patterns ue, ew</td>
<td>'I' before 'e' except after 'c'</td>
</tr>
<tr>
<td>Phonic Patterns ea</td>
<td>'I' before 'e' except after 'c'</td>
</tr>
<tr>
<td>CCVCC &amp; Tri-blends Scr, spl, spr, str</td>
<td>Revision</td>
</tr>
</tbody>
</table>

Thinking Skills

<table>
<thead>
<tr>
<th>THINKING HATS</th>
<th>THINKERS' KEY</th>
<th>THINKING TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All six hats reinforced and explored</td>
<td>The Alternative, The Variation, The Prediction, What if ..., The Alphabet Key</td>
<td>Venn Diagram, Sequencing, T Chart, PMI, KWL, Think Pair Share</td>
</tr>
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STEM (Science Technology Engineering Maths)

Term 1 will see the introduction of Stem Activities. These activities are open ended tasks that require children to problem solve in a fun, hands on approach.

Activities might include:
- Engineering Challenge/Building structures
- Junk Boats
- Lego brain activity
- Maths art
- String and bead Challenge