



Dear families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 4 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child’s progress at school.

Teacher: Rebecca Beake
School Office: 3286 0666

Class: 2R

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Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	Reading Groups PLD Spelling	Music PLD Spelling Reading Groups	Maths PE	PLD Spelling English Maths	Maths Mrs. Saint Library PLD Spelling
11.00-11.40	First break				
11.40-1.10	English Maths	Reading Groups Maths	English iPads (PLD)	Handwriting Science	Maths Health
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Homework Parade	Dance	HASS	Technologies	Enrichment / Passion Projects

Homework Expectations- checked each Friday

Reading – Students read for 10-20 minutes per day. Reading Eggs is also encouraged.

Maths- Complete maths sheet.

Spelling – Revise spelling words with a parent/carer from spelling term overview. Spelling lists are highlighted and can be found at the front of home work books.

In-Class Support

To meet student needs in the priority areas of reading, spelling and number, they will sometimes work in smaller ability/focus groups supported by the teacher, teacher aide or learning support staff. Barbara Tuite provides specialised lessons and individual support when required. Students regularly receive one-on-one conferences and feedback from the classroom teacher to pinpoint needs and to set learning goals. Students also have access to a range of technologies to assist them in learning and to present assessment items.

Curriculum Focus

Inquiry (English):

Through the inquiry process, students will explore the big question, ‘How can we create an imaginative text that will entertain an audience?’ Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. They will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

Throughout the term, students will have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.

Inquiry (HASS):

Through the inquiry process, students will explore the big question, ‘How are people connected to their place and other places?’

Students will:

- Draw on representations of the world as geographical divisions and the location of Australia.

- Recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another.
- Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale.
- Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility.
- Represent connections between places by constructing maps and using symbols.
- Examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them.

Mathematics:

In Term 4, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

- Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.
- Fractions and decimals - identify halves, quarter and eighths of shapes and collections.
- Patterns and algebra - describe number patterns, investigate addition pattern sequences.
- Using units of measurement - directly compare mass of objects; use informal units to measure mass, length, area and capacity of objects and shapes; compare and order objects and shapes based on a single attribute; tell time to the quarter-hour.
- Shape - draw and describe two-dimensional shapes, describe the features of three-dimensional objects.
- Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps.
- Chance - predict the likelihood of an event based on data.
- Data representation and interpretation - Use data to answer questions, represent data.

Science:

In Term 4, students explore stationary objects that are subjected to pushes and pulls. They investigate how the different strengths of pushes and pulls affect the movement of objects. The students are introduced to the concept of gravity and consider the effects of objects being pulled towards the Earth. They explore the way objects move on land, through water and in the air.

The Arts: Dance

In Term 4, students make and respond to dance by exploring dance using seasons as stimulus. They use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.

Music:

This semester, the Year Two students will be developing aural skills by exploring and imitating sounds, pitch, beat and rhythm using voice, movement, body percussion and un-tuned percussion instruments. They will be matching and imitating pitches to sing in tune, and will experiment with their speaking and singing voices. The students will move to music, both recorded and class generated, to explore time and space and using body percussion to feel, show and discriminate between the beat, rhythm and tempo and high and low pitches. They will improvise patterns to accompany their songs and rhymes. They will read rhythm and pitch, from invented and learnt symbols.

Health and Physical Education: Health: Message Targets

In Term 4, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.

Health and Physical Education: Physical Education:

In Term 4, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

Technologies:

Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:

- Recognise and explore how digital and information systems are used for particular purposes in daily life.
- Collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning.
- Describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts.
- Develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems.
- Work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Special Events/Excursions

See next page

Work with honour

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE



TERM 4 2023 OVERVIEW



WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 2/10 – 6/10	KING'S BIRTHDAY HOLIDAY	<ul style="list-style-type: none"> First day students return to school Prep to Year 3 Dance 		<ul style="list-style-type: none"> Wake up with Wello breakfast 	<ul style="list-style-type: none"> Well-being Friday
2 9/10-13/10	<ul style="list-style-type: none"> Class information sheets emailed Parade starts today 	<ul style="list-style-type: none"> Prep to Year 3 Dance 		<ul style="list-style-type: none"> Wake up with Wello breakfast 	<ul style="list-style-type: none"> Well-being Friday
3 16/10 – 20/10	<ul style="list-style-type: none"> Pre-Prep Afternoon session Parade 	<ul style="list-style-type: none"> Prep to Year 3 Dance 		<ul style="list-style-type: none"> Wake up with Wello breakfast 	<ul style="list-style-type: none"> Well-being Friday Colour Run
4 23/10-27/10	<ul style="list-style-type: none"> Parade Book Fair opens 	<ul style="list-style-type: none"> Prep to Year 3 Dance 		<ul style="list-style-type: none"> Wake up with Wello breakfast Education Week 5-7pm (Hall) 	<ul style="list-style-type: none"> Day for Daniel Well-being Friday Book Fair closes
5 30/10-3/11	<ul style="list-style-type: none"> 2023 School Captain Speeches and Voting No Parade 	<ul style="list-style-type: none"> Prep to Year 3 Dance 		<ul style="list-style-type: none"> Last Wake up with Wello breakfast for the year 	<ul style="list-style-type: none"> Well-being Friday
6 6/11-10/11	<ul style="list-style-type: none"> Parade Pre-Prep Afternoon session 	<ul style="list-style-type: none"> Life Education – Talk about it (Years 4, 5 and 6) Prep to Year 3 Dance 	<ul style="list-style-type: none"> Life Education – Talk about it (Years 4, 5 and 6) Prep 2024 Parent orientation 9-10am 	<ul style="list-style-type: none"> Life Education – Talk about it (Years 4, 5 and 6) Eco Marines Excursion 	<ul style="list-style-type: none"> Well-being Friday
7 13/11-17/11	<ul style="list-style-type: none"> Parade 	<ul style="list-style-type: none"> Prep to Year 3 Dance 	<ul style="list-style-type: none"> Night of Music 6-7pm 		
8 20/11-24/11	<ul style="list-style-type: none"> Parade Pre-Prep Afternoon session 	<ul style="list-style-type: none"> Prep to Year 3 Dance 		<ul style="list-style-type: none"> Music Program Break-up Breakfast 	<ul style="list-style-type: none"> Volunteers Morning Tea
9 27/11-1/12	<ul style="list-style-type: none"> No Parade today Prep to Year 3 Dance Alexandra Hills State High School Orientation Day (Yr 6) Cleveland District State High School Orientation Day (Yr 6) 	<ul style="list-style-type: none"> Awards Afternoon 3-6 2pm 			
10 4/12-8/12	<ul style="list-style-type: none"> P-3 Christmas Celebration/ Prep to Year 3 Dance Concert No Parade today 	<ul style="list-style-type: none"> Meet the Teacher Afternoon Wellington Point State High School Orientation Day (Yr 6) 	<ul style="list-style-type: none"> Year 6 Graduation Walk of Honour 	<ul style="list-style-type: none"> Break Up Day 	<ul style="list-style-type: none"> Last day of Term 4 Clean Up Day