



OVERVIEW OF LEARNING

TERM 4, 2024

YEAR 2 (STAGE 1)

Religious Education (RE)	English	Mathematics
<p>Unit 2.7 Caring For Creation This unit focuses on living in the right relationship with all of God's creations. The parable of 'The Good Samaritan' is presented. Through it children explore Jesus' teaching about caring for others. In the second part of the unit the interconnectedness of all creation is introduced. Children explore the beauty and wonder of creation and their responsibility towards it.</p> <p>Unit 2.8 Advent and Christmas Students learn about Advent as a time of waiting and hoping. They will recall some Old Testament people who waited in joyful expectation for the coming of Jesus. Through the stories of Elizabeth and Zechariah and Anna and Simeon, students are introduced to some people of the New Testament who waited for Jesus, the promised light and saviour who would lead people out of darkness and into freedom. There will be a focus on Matthew's account of the birth of Jesus and the visit of the Magi who followed the star to the promised light of Jesus.</p>	<p>Unit 26 – Representation Students learn how Aboriginal and Torres Strait Islander histories are represented in Dreaming stories, focusing on the features, behaviours and characteristics of animals.</p> <p>Unit 27 – Context Students deepen their understanding of context by exploring how the language and form of texts varies according to purpose. They will draw on their knowledge of text purpose, language and form to compose texts for a range of purposes.</p> <p>Unit 28 – Narrative Students deepen their understanding of narrative through the study of well-known fables. Students have opportunities to both innovate from studied texts and generate their own ideas to write narratives that convey a message.</p> <p>Unit 29 – Character Students explore how a character's feelings and traits can be described through the way they experience and interact with the world. They will use figurative language to compose literary descriptions of real and/or imagined characters, including their traits and lived experiences.</p>	<p>Unit 31 – Collections of ten are really useful</p> <ul style="list-style-type: none"> ● Representing whole numbers ● Combining and separating quantities ● Geometric measure: Length <p>Unit 32 – Patterns have something that repeats over and over and over again</p> <ul style="list-style-type: none"> ● Representing whole numbers ● Combining and separating quantities ● Forming groups <p>Unit 33 – Making and using equal groups</p> <ul style="list-style-type: none"> ● Representing whole numbers ● Forming groups <p>Unit 34 – What needs to be measured determines the unit of measure</p> <ul style="list-style-type: none"> ● Geometric measure: Length ● Two-dimensional spatial structure: Area ● Three-dimensional spatial structure: Volume ● Non-spatial measure: Mass

Science and Technology	Creative Arts - Drama	Creative Arts - Visual Art
<p>Through this unit on Earth and Space, students will explore the Earth' natural resources. We will introduce the concept of our resources being natural treasures that are precious and valuable. We will investigate how we use them and explore the origin of things we use in our everyday lives as most items we use daily originate from natural resources. Students will learn to identify human impact on Earth's resources and explore practical ways we can care for and protect the natural environment and natural resources through reducing, reusing, and recycling.</p>	<p>In Year 2, the focus of the drama unit is primarily on introducing children to the basics of storytelling, role-play, and creative expression. The aim is to build confidence, communication skills, and imagination in a fun and engaging way. Children will engage in acting out familiar fairy tales, simple narratives, or imaginative scenarios. This helps them understand the sequence of events and character motivations. They will work collaboratively in small groups to act out a scene or tell a story. This encourages teamwork and cooperation.</p>	<p>This term, students will explore the works of a range of well-known artists and artworks. What makes them unique? What techniques do they use? Students will explore the process of creating artwork. They will make connections between the elements of shape and line. They will use a variety of mediums and practice skills relevant to the elements of art. They will appreciate their work and the work of others. Art works will be completed in the time allocated for art each week and students will comment on their works through discussion and assembly presentations.</p>
PDHPE (PE)	PDHPE (Health)	HSIE (Geography)
<p>Healthy, Safe and Active Lifestyles Students will be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities. Students are provided with opportunities to learn through movement. They broaden the range and complexity of movement skills they are able to perform and learn how to apply simple movement skills and sequences individually, in groups and in teams.</p>	<p>Healthy, Safe and Active Lifestyles Students are provided with opportunities to explore actions that enhance their own and others' health, safety, wellbeing and participation in physical activity. Students explore health messages and describe how they relate to decision-making and health-related behaviours. They critically analyse factors that impact their own and others healthy choices to develop a competent health literacy.</p>	<p>In HSIE the students will explore places across a range of scales within Australia and Australia's location in the world. They will describe the connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students will identify factors affecting people's accessibility to places. Students will use geographical tools for inquiry and interpret geographical information to conclude. Students will present findings in a range of communication forms using simple geographical terms.</p>