









Year 2 Term 4 2021

Culminating Activity: Plays and Science Fair

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Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students will think about the most efficient number fact strategy.</p>  <p>Which is the most efficient strategy to use to calculate a number fact?</p>	<p>Students will investigate earth's resources.</p>  <p>How will I describe the different uses of resources and the importance of conserving resources for the future of all living things?</p>	<p>Students will create a written imaginative event to add to a familiar narrative.</p>  <p>How will I use language features and characterisation to create an imaginative event?</p>	<p>Students will participate in a variety of activities that promote proficient swimming.</p>  <p>How will I participate safely and effectively in the swimming program?</p>	<p>Students will communicate their understanding of a healthy brain.</p>  <p>How can I explain the difference between my calm and chattering brain?</p>	<p>Students will reflect on the efficiency of the strategies used to identify social-emotional blockers.</p>  <p>How can I self-manage my emotional responses?</p>

Key Learning Areas	English	Maths	Science	HASS	The Arts	HPE	Italian
	<p>Exploring plot and characterisation in stories</p> <p>Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience.</p> <p>Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>	<p>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.</p> <p>Fractions and decimals — identify halves, quarter and eighths of shapes and collections.</p> <p>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.</p> <p>Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</p> <p>Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps.</p> <p>Chance — predict the likelihood of an event based on data.</p> <p>Data representation and interpretation — Use data to answer questions, represent data.</p>	<p>Save planet Earth – Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p>Impacts of technology over time – <i>How have changes in technology shaped our daily life?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> investigate continuity and change in technology used in the home, e.g. in toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past. 	<p>Media Arts</p> <p>In this unit, students will create a multimodal poster explaining what their calm and chattering brains look, feel and sound like.</p> <p>Specialist DRAMA</p> <p>Creating Characters</p> <p>Students develop character roles through an Asian Script they have been given. Students work on varying voice and movement to establish a role within the script. Students will perform to formal audience at the end of the unit.</p>	<p>Program Achieve – Social-emotional blockers</p> <p>In this unit, students will identify social-emotional Blockers and practise:</p> <ul style="list-style-type: none"> awareness and management of anger not paying attention procrastination worry and feeling down. <p>Integrated with Media Arts</p> <p>PE Specialist BUSH DANCING</p> <p>Students engage in a variety of traditional bush dances developing coordination and balance through various positions, movement and stances.</p> <p>SWIMMING</p>	<p>Our mascot's adventure</p> <p>Students use language to sing a famous Italian nursery rhyme.</p> <p>Students will:</p> <ul style="list-style-type: none"> sing different Italian nursery rhymes (La Befana, Giro Tondo, Fra Martino and Se Sei Felice e tu lo sai) communicate feelings and emotions associated with nursery rhymes recognise and reproduce the sounds and rhythms of spoken Italian participate in intercultural experiences to notice and compare the language and culture