

Year Two Learning at QoP ~ Term 4, 2018

Welcome back to our final Term in Year 2! So far this term we have unpacked the image, scripture and throughline for the FLI Scientific Innovation unit, to build an understanding that we work together in solidarity to achieve a common goal. We have spent the past couple of weeks exploring push and pull forces, friction, floating and sinking, magnets and properties of materials through a range of science experiments. In English, we have begun our work with procedural texts, where the children are using their developing vocabulary to write procedural texts with detailed instructions.

Soon we will be learning about the liturgical season of Advent in preparation and celebration of the birth of Jesus.

We take this opportunity to thank you all for your continued support throughout 2018. – Year 2 Team ☺

English:

- In Reading, the children will make connections between personal experience and non-fiction texts, accessing background knowledge acquired from reading to understand the content of a text.
- In Writing, the children will write procedural texts, building an understanding how texts are made cohesive through resources, for example word associations, synonyms, and antonyms.

Mathematics:

- In Number and Algebra, the children will recognise and represent multiplication as repeated addition, groups and arrays. They will recognise and interpret common uses of halves, quarters and eighths of shapes and collections.
- In Measurement and Geometry, the children will compare and order several shapes and objects based on volume and capacity using appropriate uniform informal units. They will describe and draw two-dimensional shapes, with and without digital technologies and describe the features of three-dimensional objects.

Faith Life Inquiry: Scientific Innovation

In Faith Life Inquiry, the children are learning that we use science to understand the world we live in, that God helps us to make choices and that we can work together in solidarity for the good of all. They will come to understand that scientists investigate how the world works and engineers find solutions to meet the needs and wants of people in our world. In this unit, the children will investigate how toys are made of different materials and components and the different forces that affect the movement of a toy eg: push, pull, gravity, friction and magnetism. The children will use a design process to create their own toy.

Specialists: (On Mondays children must wear sports uniform)

- **Italian** – The children are reading "Sogni D'oro" (Sweet Dreams) and are learning the Italian numbers 1-10. They are also learning about the types of leisure activities that Italians like to do.
- **Visual Art** – The children began the term by mounting and presenting their own artworks, for the Art Show. They have investigated and experimented with collage through: textures of materials; colours, including the colours in patterns and they have created robots, vases of flowers and cats. The children explored rubbings to extend their drawings of people. The children will continue the term with a variety of Christmas art.
- **Sport** – The children are participating in a Fundamental Motor Skills unit focusing on striking skills. So far, they have used tennis racquets and rounders bats as their platform to practice their hand-eye coordination skills and connect bat to ball. They will continue to practice their striking skills to improve their ability to hit a ball with an implement. The children will end the term participating in a Dance unit.
- **Music** – The children are working on activities related to the "Music Count Us In" performance which was held on November 1st. These activities include singing, expression and actions on the beat. The children will then reflect on their performance and describe what they enjoyed. The children will finish the year with Christmas songs and carols adding actions and accompanying on percussion instruments to the beat, while exploring the expressive possibilities of their voices and the instruments.