

Always our Best



YEAR 2 News | Term 2 2024

CURRICULUM FOCUS

| | Content | Assessment |
|--------------------------------------|--|---|
| ENGLISH | Students will read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem to a familiar audience and explain why it is entertaining. Students will explore persuasive language features and create a poster persuading their audience to conserve water. | Students will be assessed through a written and oral assessment. |
| MATHS | Students will focus on the properties of numbers, operations, fractions, number patterns, telling the time and they will explore mass. They will use mathematical modelling to investigate the identity of a mystery number. | Students will be assessed through a collection of work. |
| SCIENCE | Students will use observations to gather information, describe, sort, and make comparisons of the properties and purposes of mixtures. They learn about some materials that don't mix well, and others that are difficult to separate. Through hands on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses. Students will demonstrate knowledge and understanding of mixtures. | Students will complete hands on and digital assessments. |
| HASS | Students will explore the geographical boundaries on Earth, including the continents, oceans and hemispheres. They will also explore the locations and significant features of places. Students will consider how people are connected to these places and discuss why special sites should be preserved. | Students will be assessed through a collection of work. |
| THE ARTS | Students will explore First Nations Australian music. They will discover how people around the world experience the arts. | Students will use elements of First Nations Australian music to create rhythmic patterns. They describe how people around the world experience the arts. |
| VISUAL ARTS | Students explore elements of art through story books and artworks. They describe why and where artworks are made and presented. Students use different materials and skills to create artworks. | Students create a portfolio of artworks. |
| HEALTH AND PHYSICAL EDUCATION | Students will explore how strengths and achievements contribute to identifies, and examine health messages. They explore fundamental movement skills through the use of scooter boards and athletics in a variety of movement situations and challenges. | Students will work with classmates in a variety of scenarios that recognise diversity and how it contributes to identity. They will identify messages relating to healthy choices. They will perform fundamental movement skills and test alternatives to solve movement sequences using a scooter board. |













At Gumdale State School, we are:



FOCUS | TERM 2

Supporting your child's reading in Prep to Year 2: Literary texts

Suggested reading and writing activities for literary texts such as picture books, stories, eBooks, audio books, rhyming verse, poems, songs and multimodal stories.

| | | | |
|---|---|---|--|
| <p>With an adult, write about the text you have read with an adult. Each take a different coloured pen and share the sentence writing. Take turns to write your thoughts and ideas in response to the text.</p>  | <p>Plan to read every day. Have a goal of the number of texts you would like to read in a week.</p> <p>Record the titles and authors of the books you read.</p> <p>What is your goal?</p>  | <p>Record a list of known words, new words and unfamiliar words from the texts you are reading. Practise writing the words on recycled paper or a board. Check the words. Try again if the word is incorrect.</p>  | <p>Connect the characters. Draw a Venn diagram. Each circle is a character. Record similar features of the characters in the overlapping areas and unique features in each circle?</p>  |
| <p>Use construction blocks to construct ideas from the story you are reading. Possible constructions include the setting, the characters or an event. You could also build a block word wall.</p>  | <p>Construct your own story or rhyme inspired by construction block play. Ask a family member to help you write or record it. Write it on sentence strips. Cut the words up, jumble them and remake the text.</p>  | <p>Play a game. Have a family member put the name of a character on your head where you can't see it. Ask questions until you guess the character. For example: 'Am I cranky?' 'Am I a bear?' 'What do I do?'</p>  | <p>As you read, record a new word each day. Add to your word wall. Write words on sticky notes. Hide them around the house for your family to find. Go for a word hunt! Write clues to find the words.</p>  |
| <p>Roleplay an event from a story you are reading. Act this out for your family using props and costumes you find at home or make puppets. Ask your parents to record a movie of you.</p>  | <p>Listen to an audio book of your favourite story. An adult could borrow an audio book from a library or to listen to a book being read online.</p>  | <p>Imagine you are a character in a story. Dress up and take on the role. What would you do, say or think? Think of possibilities. <i>What if...?</i></p>  | <p>Connect with family and friends. Write a letter to a relative or a friend sharing information about the story you are reading. Ask them some questions too!</p>  |

YEAR 2 | TEACHERS

2CK | Marina Cerasani & Dee Kyriacou

mcera1@eq.edu.au
dkara18@eq.edu.au

2D | Claire Devine

nclar215@eq.edu.au

2H | Abbey Hoskins

aghos0@eq.edu.au

2N | Rebecca Nash & Brooke Madsen

rmusc13@eq.edu.au
bxmad2@eq.edu.au

2I | Jenny Ivanov

mivan2@eq.edu.au

2R | Rea Real

rxrea0@eq.edu.au

2S | Mikayla Stewart

mstew285@eq.edu.au

Always our Best