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| **Religious Education**  ***Reconciliation***  This unit explores the love, mercy and peace received through the Sacrament of Reconciliation. Your child will learn that the conscience is a gift that guides people to choose between right and wrong.  ***Advent***  This unit explores the hope people can feel, especially during Advent. Hope helps people to look to a better future and to overcome challenges. Using the example of John the Baptist, your child will explain how people lived in hope and prepared for the birth of Jesus. | **Maths**  ***Number and Algebra***   * Add and subtract cent amounts. * Fluently recall the three’s division facts. * Use strategies to add 3- and 4-digit numbers together.   ***Measurement and Geometry***   * Identify and describe prisms and pyramids. * Make and describe 3D objects * Describe routes.   ***Statistics and probability***   * Identify and describe the probability of outcomes. * Identify questions to collect data. * Interpret picture graphs. |
| **Literacy**  ***Reading:*** Students will explore various comprehension and reading strategies. We will learn about looking for words in context. In guided reading sessions students will continue to focus on making predictions about the text, identifying the main idea, compare and contrast, understand sequence and recall facts and details.  ***Writing/grammar:*** The children will plan, draft and type a good copy narrative for the Peter Scott competition. The theme this year is “bubbles.”  ***Spelling:*** The students will continue to use the Spelling Mastery program to explicitly focus upon spelling patterns and rules. They will revise nouns, verbs, adjectives and adverbs. | **HASS**  ***Geography***  Students will map and locate various boundaries and natural features that define Australia. They will learn to describe the diverse characteristics of Australia’s neighbouring countries, and identify different climatic zones of the world. Students will identify simple interconnections between people and places, and describe how people’s perceptions of places are influenced.  The Year 2’s and 3’s will be travelling to the Perth Museum to enhance their learning of the the geography curriculum. |
| **THE ARTS**  ***Visual arts***  Students will continue to implement their understanding of the visual art elements such as colour, line, texture, shape and space. Students will be encouraged to give personal responses through discussing the use of visual art elements in their own and other’s artwork.  ***Music***  The students will be rehearsing our Musical Production. We will be fine tuning choreographed dance routines, learning scripts, and working on the blocking of the production (blocking refers to the physical action within each scene that supports the storytelling). We will be focused on projecting our voices and singing the songs with energy and enthusiasm. Each week, the whole school will gather to put the show together in an effort to create a dynamic and exciting show. | **Technologies**  ***Digital Technologies***  In Digital Technologies, students create sequenced steps (algorithms) to solve a given digital task. They develop and communicate ideas using labelled drawings and appropriate technical terms. Students select and safely use appropriate components with given equipment to make a solution  **Design and Technology**  **‘Come fly with me’**  Students are going to research and construct a kite using the most appropriate materials. The children will have an opportunity to fly their kite and produce a reflection on the success of their product. |
| **Physical Education**  The children will be learning and practising bat and ball skills through drills relevant to the game of cricket. They will practise catching skills, batting techniques and will learn to field a ball. Focus will be on hand and eye co-ordination  **Health**  The children will be learning about protective strategies from the Keeping Safe: Child Protection Curriculum. This area enables children to practice strategies such as:   * Remaining calm in an emergency or unsafe situation. * Problem solving skills to keep themselves safe. * How to communicate in an unsafe situation. | **Science**  What is that? Is it alive? How is it like other things I know? Humans have always sought to make sense of the world around them by grouping things they see, for example, as edible, threatening or useful. Scientists develop classification systems to try to understand the diversity of life and how species are related throughout history. As more and more species disappear from the face of the Earth, we are caught up in a race to discover what we never knew we had.  In this unit, we add to that understanding by contrasting living things with non-living things and once-living things. Students focus closely on the characteristics of these things so that they’re able to identify and sort them. Through hands-on activities, students explore how living things can be grouped on the basis of observable features and can be distinguished from non-living things  **Languages**  The Ketawa program will involve students in thinking about schools in Australia and Indonesia. They will explore different ways of learning to help them think about what helps them to learn best. They will learn some Indonesian language to be able to speak about the things in the classroom they use to learn, as well as how to ask which class someone is in and which school they go to. They will use this language to create a short film about their school. |