

Stage 2 Overview 2021

KLA	Term 1	Term 2	Term 3	Term 4
Writing	Students will be guided through the writing cycle to plan, draft, review, edit and publish texts according to the purpose and audience of their writing.			
	The Best Part of Me	Courage - After the Fall Persuasive	Relationships (Stanley Pace) Imaginative - Point of View	Resilience Informative
	Celebrating Heroes Informative - Diary/Journal Entry	I want to live like animals (Dingoes) Informative - Explanation or Information report	Let it grow! (Environment) Persuasive	Resilience Imaginative/Informative - Narrative
Spelling	Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies.			
Reading	Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts. Teachers form reading groups to focus on common needs and follow a modelled, guided, independent process.			
Grammar	Students will develop their grammar and punctuation skills by investigating well-written sentences. The aim is for students to highlight what is correct in the sentence, rather than finding the errors. Daily ‘Sentence Study’ lessons are delivered, providing students the opportunity to identify the components of a good sentence, imitate and improve on different sentences related to texts read.			
	Teaching Focus			
	Quoted speech Quotation marks Indirect speech Clause Nouns and Verbs	Complex sentence Homonyms and homophones Adjective Adverb Evaluative language	Noun group Verb group Preposition Cohesive links Connectives Apostrophe	Prepositional phrase Tense Creative language features • simile, metaphor, puns
Handwriting	Students will learn to write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility. They will learn to recognise that legibility requires consistent size, slope and spacing. Students will engage in formal handwriting lessons to ensure they write using clearly-formed joined letters, and develop increased fluency and automaticity.			

Mathematics	Students will be developing their knowledge, skills and understanding of the following topics:			
	<p><u>Year 3</u> Whole Number Angles Multiplication and Division Patterns and Algebra Addition and Subtraction Chance 2D shapes</p> <p><u>Year 4</u> Addition and Subtraction Data Multiplication and Division Length Fractions and Decimals 2D Space Angles Area</p>	<p><u>Year 3</u> Fractions and Decimals Length Multiplication and Division Position Area Time</p> <p><u>Year 4</u> Whole Number Fractions and Decimals Multiplication and Division 3D Space Volume and Capacity Mass Chance</p>	<p><u>Year 3</u> Whole Number 3D Space Addition and Subtraction Fractions and Decimals Mass Data Volume and Capacity Multiplication and Division 2D Space</p> <p><u>Year 4</u> Multiplication and Division Volume and Capacity Patterns and Algebra Data Addition and Subtraction 2D Space Whole Number</p>	<p><u>Year 3</u> Addition and Subtraction Fractions and Decimals Data Patterns Volume</p> <p><u>Year 4</u> Multiplication and Division Position Time Addition and Subtraction Patterns and Algebra</p>
History	<p style="text-align: center;">Community and Remembrance</p> <p>This topic provides a study of identity and diversity in both a local and a broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>			
Geography			<p style="text-align: center;">The Earth's Environment:</p> <p>Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.</p>	

Science & Tech	<p>Built Environment and Earth and Space <i>(Beneath our Feet)</i></p> <p>In this unit, we will be learning about the surface of the Earth by exploring the features of soils, rocks and landscapes. We will also discover how the Earth's surface has changed overtime due to human activity and natural processes.</p>	<p>Living World <i>(Feathers, Fur or Leaves)</i></p> <p>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. They use this knowledge to investigate the animal groups in the leaf litter of their own school grounds.</p>	<p>Physical World <i>(Heating Up)</i></p> <p>During this unit, students examine heat transfer in a number of situations. They identify sources of heat in the home and the environment and explore two modes of heat transfer- conduction and convection.</p>	<p>Material World <i>(Material World/ Package it Better)</i></p> <p>In this unit students investigate natural and processed materials. Demonstrations and experimental procedures are explored with particular attention given to the scientific method.</p>
	<p style="text-align: center;">Digital Technology</p> <p>The Digital Technologies strand focuses on understanding the role individual components of digital systems play in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. Students develop knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent.</p>			
Creative Arts	<p>Visual</p> <p>With guidance, the students will be planning and creating artworks that are informed by their understanding of ways artists use shades and tints, contrasting and harmonious colours, emphasis and balance.</p>	<p>Music</p> <p>Students sing, play and move to music, demonstrating an understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these.</p>	<p>Drama</p> <p>Students will develop voice and body skills which will be applied in Readers Theatre. They will use drama forms such as improvisation, mime, movement and storytelling. While developing elements such as dramatic tension, contrast, space, focus and mood.</p>	<p>Dance</p> <p>Students perform dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance. They will communicate their ideas, feelings about dance and use the elements of dance in their own dances and when responding to others.</p>
PDH	<p>Who am I?</p> <p>Students will identify their unique attributes.</p>	<p>How Does My Body Change During Puberty?</p> <p>Students will explain how their bodies change and who they can seek help from.</p> <p>What Substances Can Affect My Body?</p> <p>Students Investigate medical conditions, and why people use drugs, alcohol and tobacco.</p>	<p>How can I have Positive Relationships with Others?</p> <p>Students will investigate relationships and identify that relationships require respect, empathy and awareness of our own influence.</p>	<p>How Can I Keep My Mind Healthy?</p> <p>Students describe strategies to make home and school healthy, safe and physically active spaces. They investigate and participate in physical activities to promote the benefits of physical activity on health and wellbeing. Students discuss and practise self-management skills.</p>

Bounce Back	People Bouncing Back	Courage	Relationships	Looking on the Bright Side Core Values
PE	Students participate in soccer and athletics physical activities to apply, refine and adapt movement skills with increased confidence and consistency. Students work towards applying and adapting strategies and tactics when participating in individual and team activities.	They perform specialised movement skills and sequences in gymnastics. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges.	Netball Softball	Dance
Homework	Homework commences in week 5, term 1, and is handed out weekly. Homework may comprise of mandatory activities and activities from which students may choose (e.g. a matrix comprising of a range of activities). It is related to the work being done at school and should be viewed as an opportunity to practise skills taught at school. Other family or community-based activities are also taken into consideration.			