Level 2
Curriculum Overview
Term 4, 2015
Level 2 Curriculum Overview Term 4

INQUIRY

INQUIRY UNIT:
This term, Level Two will be investigating the inquiry unit ‘Where we are in place and time’. This is an inquiry into the central idea that our everyday actions are influenced by and impact on our environment.

Real World Problem:
Ms Babich has become very concerned about the appearance of our school environment and is looking for a way to eliminate the amount of rubbish in our schoolyard. What steps can we take to fix this problem?

LINE OF INQUIRY:
- What is waste?
- Why is waste a problem?
- How has waste become such a big problem at our school?
- How does waste impact the environment in our local community?
- What happens to our waste?
- What steps can we take to further reduce, reuse and recycle our waste?
- How can we convince our school community to create less waste?

Skills
- Questioning
- Observing
- Researching
- Discussing
- Analysing
- Implementing
- Presenting

Essential learnings:
- Waste is an unwanted or undesirable material or substance.
- Waste is a problem because it damages our environment and the animals within them.
- Waste is an issue in our school environment but also a global problem.
- We can make changes to a global problem by improving our local environment.
- Rethink - People can take steps and make changes to deal with waste effectively.
- Reduce - People can minimise the amount of waste they create.
- Reuse - People can reuse materials for different purposes to create less waste.
- Recycle - People can recycle so that waste can be reused for a different purpose.
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ENGLISH:

READING:

**Continuing Our Reading Journey**

In Term Four, Level Two will continue to develop and consolidate their reading skills and understanding in preparation for entering Level Three. Students will investigate Question Answer Relationships in order to develop strategies to enable them to identify and answer different questions about the text. The students will explore the different text structures and features of nonfiction texts whilst continuing to develop their curiosity and interest in the world. As well as continuing to read their levelled texts, the students will be actively researching information using relevant nonfiction texts. The students will be supported to use their Reading Reflection Journal with greater independence to record their deeper thinking and use of comprehension strategies whilst reading. Throughout the term, all students will continue to develop their fluency and accuracy skills whilst reading ‘Just Right’ texts.

They will work in varied groupings including whole class and small strategy groups. They will each be supported to achieve their personal learning goals through regular reading conferences.

WRITING:

**Becoming a Detailed Writer**

During Term Three, Level Two students will continue to explore the different purposes and audiences for writing. They will develop a deeper understanding of a variety of different fiction and nonfiction text types and structures when presenting their ideas. When writing nonfiction texts the students will research and summarise important information in their own words in order to publish a nonfiction text about a topic of interest by the end of the term. In Writing Workshop, the students will continue to develop their understanding of the Six Traits of Writing and will use this knowledge to improve the quality of their writing. Students will continue to extend their knowledge of the conventions of print including grammar, sentence structure and punctuation to help to make their writing reader friendly. They will be expected to ensure their writing is to the best of their ability and reader friendly at all times.

Students will work in varied groupings including whole class and small strategy groups. They will each be supported to achieve their personal learning goals through regular writing conferences.

WORD STUDY:

In Word Study students will continue to develop key understandings about the way words work to help them with both their reading and writing. This will be integrated into the reading and writing workshops based on individual student needs as well as whole class investigations through short word study lessons in class.
Students will expand on their understandings of compound words and vowel sounds to spell words. They will explore how to use syllabification to break up simple words and use visual memory to write irregular words. Students will be encouraged to utilise their knowledge and gain greater independence in their spelling through the use of a “have a go” book and the development of dictionary skills.

They will focus on investigating:
- Compound words
- Vowel sounds involving r- such as er, ur, ear, ir, or
- Dictionary skills
- Syllabification

**MATHEMATICS:**

During Term 4, Level Two students will explore the division process using their prior knowledge of subtraction and building upon this by introducing new strategies. Students will continue to extend their understanding of Number through focusing on place value, addition, subtraction and worded problems. They will be extending the strategies and content knowledge developed earlier in the year in order to explore more challenging numbers and problems. Students will become more efficient when working with numbers using all four processes and will be encouraged to use concrete materials to support their thinking. Students will apply their measurement skills whilst investigating mass to compare the weight of everyday objects. They will explore mapping using simple maps of familiar locations and develop appropriate language to give and follow directions.

During Mathematics workshops the students will:
- Explore the division process by dividing collections into equal groups
- Read, order and rename numbers using their understanding of place value
- Use a greater range of strategies to solve problems involving addition and subtraction
- Use their problem solving strategies to interpret and solve worded problems using all four processes
- Compare the mass of objects using hefting and balance scales
- Describe where an object is located and follow directions using appropriate vocabulary

Students will participate in roving and one-on-one conferences to establish learning goals and develop strategies for accomplishing their goals. This enables teachers to monitor their mathematics and set goals for further improvement.

**VISUAL ARTS:**
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In Term Four, the focus of Visual Arts in Year One is to develop knowledge and understanding of Australian Indigenous Art works and artists. Students will study how art works can tell stories and in particular, investigate the art work of artist and illustrator Sally Morgan. Students will continue to develop their understanding of the art elements and principles and will be asked to annotate their plans and sketches using appropriate art language. They will experiment and learn the techniques associate with using new and different materials and media. Students in Year Two will also continue to use their artist’s notebooks document their thinking. Through discussions about their own and others’ art, students will develop art language to describe this art work. They will use self-assessment to reflect on their art work and think about the influences on their work.

PERFORMING ARTS:
In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success. This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements throughout the term and the year.

PHYSICAL EDUCATION:
During Term Four, students will focus on the Fundamental Motor Skills of kicking and the Forehand Strike and will apply these in game play.

In kicking, students will:
- focus eyes on the ball
- step forward with non-kicking foot placed near ball
- bend knee of kicking leg
- contact ball with top of the foot
- follow through with kicking leg towards target

In striking, students will:
- focus eyes on the ball
- stand side-on to the target
- step towards target with the front foot
- make ball contact opposite the front foot
- follow through towards target then around body

Students will also be given the opportunity to participate in a swim fun session during the last week of term four and in district swim trials at this time.
ITALIAN (LOTE):

In Term Four, the students in Level 1 and 2 will be revising previous vocabulary taught in the previous three terms and will be extending and linking their vocabulary through the following word lists:

- Clothing
- Shapes
- Days and months of the year

They will be adding to their lists of how they feel and using their knowledge in games, songs and a variety of interactive activities. Students in Level 2 will have the opportunity to trial Language Perfect towards the end of this term.

STUDENT REFLECTIONS/LEARNING GOALS:

Student Reflections:

As part of their learning the students will have the opportunity to reflect on their learning across all areas of the curriculum. Students will discuss their thinking during whole class discussions, partner discussions and through individual conferences with the teacher. Students will be taught how to write reflections through explicit instruction and complete these on a weekly basis, at school and at home with their reading.

Learning Goals:

Students will work towards individual learning goals that have been co-constructed during regular conferences in all areas of the curriculum. These goals are clearly visible for each student so that they can focus on theses during relevant learning sessions. Learning goals will be closely monitored to ensure that students are working at their level of need and instruction and will be changed as each student achieves their goal.

INTERVENTION:

Students needing extra support or extension in certain areas will be given extra instruction either individually or in small groups to help them improve their learning.

EXTENSION/ENRICHMENT:

All lessons are carefully planned to cater for all students’ needs with strategies in place to extend and enrich their learning from their points of need. Strategy groups cater for all levels and provide opportunities to extend each student.

IMPORTANT DATES:

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<tr>
<th>Event</th>
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<tr>
<td>FORPS Disco</td>
<td>Friday, October 23rd</td>
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<tr>
<td>Level 5 Swimming</td>
<td>Monday, October 19th – Friday, October 30th</td>
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<tr>
<td>Melbourne Cup Holiday</td>
<td>Tuesday, November 3rd</td>
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<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Grade Swap Day</td>
<td>Tuesday, December 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Christmas Concert</td>
<td>Monday, December 14&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Level 2-5 Fun Swim Sessions</td>
<td>Monday, December 14&lt;sup&gt;th&lt;/sup&gt; – Wednesday, December 16&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Graduation</td>
<td>Wednesday, December 16&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Last day of term 4 – 2:30 finish</td>
<td>Friday, December 18&lt;sup&gt;th&lt;/sup&gt;</td>
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### Beyond Boundaries

**Junior School**
- **Foundation: Myuna Farm**
  - Wednesday, November 11<sup>th</sup>
- **Level 1: Werribee Open Range Zoo**
  - Thursday, November 12<sup>th</sup>
- **Level 2: Enchanted Adventure Garden**
  - **Thursday, November 12<sup>th</sup>**

**Middle School**
- **Level 3: Camp Rumbug**
  - Wednesday, November 11<sup>th</sup> – Friday, November 13<sup>th</sup>
- **Level 4: Camp Rumbug**
  - Monday, November 9<sup>th</sup> – Wednesday, November 11<sup>th</sup>

**Senior School**
- **Level 5: Coonawarra Farm Resort**
  - Monday, November 9<sup>th</sup> – Friday, November 13<sup>th</sup>
- **Level 6: Camp Wilkin**
  - Monday, November 9<sup>th</sup> – Friday, November 13<sup>th</sup>