2018 Term 3
Learning Overview

Port Noarlunga Primary School

Teacher

Courtney Orrin

Year 2/3

English

Focus: High Frequency/ Oxford Sight Words
Writing: Plan, draft and publish poetic and procedural texts. Students will focus on text structure, language features and will continue to develop skills in editing writing.
Spelling: Jolly Phonics Handbook 2 and the Jolly Grammar Handbook 1
Handwriting: Continuing on with letter height and formation
Reading:

- Building Stamina (Daily 5)
- Daily reading with focus activities: comprehension, accuracy, fluency and expanding vocabulary.
- Reading tasks are supported by Sheena Cameron Comprehensions Strategies.
- Reading Eggs

Oral Language:

- Activities using Sheena Cameron's 'Oral Language" book.
- Circle Time

Literacy Stations (weekly rotations)

- **Grammar:** Capital and lowercase letters, blending, nouns, verbs, adjectives, pre-fixes and suffixes,
- Oxford Frequency Words.
- Vocabulary building /extension

Science

Science sessions according to the STEM Science resource
Earth and space sciences
Year Two *(weeks one to five):*
Earth's resources are used in a variety of ways
Year Three *(weeks six to ten):*
Earth's rotation on its axis causes regular changes, including night and day.

Technologies

Design and Technologies Knowledge and Understanding
Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. ***Considering the impact of environments on users****, for example a school vegetable garden, a protected outdoor play area.*

Buddy Class

- Host this terms week six assembly
- Sight word games (outdoor experiences)
- Outdoor play (small group Play is the Way)
- 1 on 1/ small group / whole class reading

Specialist Teachers

Performing Arts: Susie Scott
History: Diana Fullerton
Physical Education/Health: Mike Woolford
Physical Education/Health: Kate Smith
Languages (French): Sarah Cross

Important Dates

Student Free Day – Friday August 24th
Parent teacher interviews – *Weeks 2 and 3*

The Arts

Students are working with Vivienne to construct 'zoo animals'. Students will share their learning publically.

Year Two:
Create and display artworks to communicate ideas to an audience.
Year Three: present artworks and describe how they have used visual conventions to represent their ideas.

Mathematics

Year Two:
Number and Place Value

- Recognise, model, represent and order numbers to at least 1000
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Explore the connection between addition and subtraction

Data representation and interpretation

- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them

Location and transformation
Interpret simple maps of familiar locations and identify the relative positions of key features
Year Three:
Number and Place Value

- Recognise, model, represent and order numbers to at least 10 000
- Recognise and explain the connection between addition and subtraction
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation

Data representation and interpretation

- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Interpret and compare data displays

Location and transformation

- Create and interpret simple grid maps to show position and pathways

STEM Projects

In STEM challenges students will learn to use their science inquiry skills while planning and conducting experiment-based projects. They will be given opportunities to develop and communicate design ideas and will explore tools and equipment that allow them to construct personalized ideas. STEM projects will adhere to the STEM science resource and will be integrated with **Technologies.**
Students will use design and engineering skills whilst completing a range of tasks that require students to engage with higher order thinking. They will represent and communicate observations, ideas and findings using formal and informal representations and will use cameras to document their learning and support their research.