

## 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**

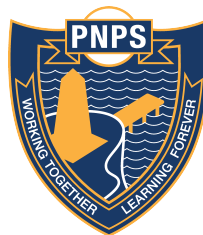
Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. **Considering the impact of environments on users**, for example a school vegetable garden, a protected outdoor play area.

## 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

## 2018 Term 3

### Learning Overview



## Port Noarlunga Primary School

### Teacher

Courtney Orrin

Year 2/3

### 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 24<sup>th</sup>

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.