

What's happening in Stage 2?

Concepts being taught in the coming weeks:

- *Writing - Poetry Study*
- *Maths - Back to Front Maths strategies. Focus: Patterns & Algebra*
- *Introduction to animal life cycles*
- *How to be safe at school & online*
- *Managing waste sustainably*
- *Artist appreciation*



Farewell to Mr Shipley who is off to start his new job next term.
Thank you for all of your hard work this year and GOODLUCK!



Well done to all of the Stage 2 students for the effort they put into their Geography projects this Term 3! There were some outstanding posters, slideshows, brochures and dioramas made.



PBL/Behaviour focus to ensure we are all SAFE, RESPECTFUL LEARNERS...

- ★ Walking on hard surfaces NOT running.
- ★ Speaking respectfully to ALL students and teachers at school.
- ★ Giving our best effort to all learning tasks and taking on feedback.



AROUND THE GROUNDS...

COMING SOON!!

The class with the best -

Sunsafe: School hats each day

Homework returns: Homework returns

Best Borrows: Library borrowing

Attendance: School Attendance

Merit Award Winners this fortnight:

3D: David, Jordan, Zoe, Orlando, Justin, Braxton

3PT: Miller, Abel, Noah, Emily, Ava, Joel, Evelyn

3S: Matthew, Shriyan, Marlee, Eli

4CW: Ashton, Owen, Marcelo, Khalifa, Hugo, Lilly

4M: Callum, Eliza, Brodie

4S: Aidan, Tyler, John, Evelyn, Olivia, Mitchell

HAVE A SAFE AND ENJOYABLE HOLIDAY! LOOKING FORWARD TO SEEING YOU ALL BACK RELAXED AND READY FOR TERM 4!

Stage 2 Curriculum Overview Term 4

English	Theme	Textual Concepts	Reading & Comprehension	Writing	Grammar & Punctuation	Spelling	Speaking & Listening
T4	Author/ Novel Study varies in each class.	Code and Convention Students appreciate that codes of communication are rules which provide access to information and ideas as well as opportunities for expression. Students learn that: *there are choices of language and structure for expressing information and ideas *codes and conventions vary according to mode, medium and type of text. *all texts go through stages of refinement of language and structure for accuracy and effectiveness	Modelled and shared reading and viewing of rich texts and quality literature. Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas *including explicit focus on super six/STARS reading comprehension strategies: *Identifying Authors Purpose *Interpreting Figurative language *Summarising	Show, Don't Tell- Actions speak louder than words! Poetry. Imaginative Texts * Focus on descriptive language, use of senses, similes, metaphors etc Informative Texts *Focus on informative descriptions and language devices Persuasive Texts *Focus on emotive language, rhetorical questions	Clauses, Idioms Nonsense words Dialogue in speech Similes, Metaphors Apostrophes (contraction & possession) Personification Simple, Compound & Complex sentences Word origins Spoonerisms, puns & neologisms	Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule.	Basic speaking and listening skills: listening, looking, voice volume, turn-taking Group tasks across all Key Learning Areas *Students will present/read a poem of their choice.
Maths	Number and Algebra	Measurement and Geometry			Working Mathematically		
T4	Patterns and Algebra MA2-8NA generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values	Angles MA2-16MG identifies, describes, compares and classifies angles Three-Dimensional Space MA2-14MG makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features Two-Dimensional Space MA2-15MG manipulates, identifies and sketches two-dimensional shapes, including special quadrilaterals, and describes their features			MA2-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols MA2-2WM uses objects, diagrams and technology to explore mathematical problems MA2-3WM supports conclusions by explaining or demonstrating how answers were		
History & Geography							
T4	The Earth's Environment – Perception of Environments - Discusses why people value environments differently. - Examines ways waste can be managed sustainably.			- How does the environment support the lives of people and other living things?			
Science							
T4	Life cycles of living things Stage 2 of the Living World strand focuses on the classification, life cycles and survival of living things. - Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features			What are the similarities and differences between the life cycles of living things? Students: ▪ identify that living things have life cycles ▪ conduct an <u>investigation</u> into the life cycle of plants and/or animals			
PDHPE	PD/H			PE			
				Unit	SPORT		Fitness
T4	How can I be safe? - At school. - Online (Cyber) - Road - Water			How can I be respectful during physical activity?	Grade based		Various Games & Activities. Students rotate through activities with various teachers across the stage.