

ENGLISH	Expressing Opinions Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students will create a spoken text to express a preference for a place or setting to peers.
MATHS	Number, Space Measurement Students will: <ul style="list-style-type: none"> • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.
SCIENCE	Toy factory In this unit, students will understand how a push or pull affects how an object moves or changes shape. They will ask questions about and describe changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They will pose questions and make predictions about changes that can affect how an object moves and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They will then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.
HASS	Present connections to places In this unit students will explore how people are connected to their place and other places in the world. They will learn about places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale. Students will also understand the purposes of why people are connected to various places.
TECHNOLOGY	Computers: Handy helpers In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will recognise and explore how digital and information systems are used for particular purposes in daily life.
HPE	Health: We all belong In this unit, students recognise similarities and differences in individuals and groups, practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong. PE: Catch me if you can In this unit students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.
THE ARTS	Cultural dance In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will: <ul style="list-style-type: none"> • explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences, using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities • present dance sequences that communicate new dance ideas to an audience • respond to dances from a range of countries/communities, considering where and why people dance.
HOMEWORK	Homework will be sent home on Monday and returned on Thursday each week. Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. Please make sure students remember to bring in their homework folders back on Thursday as this enables homework to be marked and glued in ready for the new week.
EVENTS	16 th July Amaroo Excursion 21 st July NAIDOC Week Parade 28 th July Instrumental Music Eisteddfod 11 th Aug Year 2 parade item Week 5 Science Week Week 6 Book Week 3 rd Sept Father's Day Stall 5 th Sept Pupil Free Day Week 9 Parent Teacher Interviews