

# Term Four Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
<b>Week 1</b> <i>October 7</i>	Fractions	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<u><b>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</b></u>  <i>Values Focus: Respect</i> <i>Be Courteous</i>  <u><b>RESILIENCE, RIGHTS &amp; RESPECTFUL RELATIONSHIPS</b></u>  Topic 8: Positive Gender-Relations <i>(all term)</i>	<b>Enduring Understanding</b>  <i>Technologies are used to meet the needs of communities.</i>
<b>Week 2 EVENT</b>	<b>YEAR 2 SWIMMING PROGRAM</b>				
<b>Week 2</b> <i>October 14</i>	Fractions	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<u><b>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</b></u>  <i>Values Focus: Respect</i> <i>Be Courteous</i>	
<b>Week 3</b> <i>October 21</i>	Fractions	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<u><b>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</b></u>  <i>Values Focus: Respect</i> <i>Be Fair</i>	
<b>Week 4</b> <i>October 28</i>	Fractions	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<u><b>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</b></u>  <i>Values Focus: Respect</i> <i>Be Fair</i>	
<b>Week 5</b> <i>November 4</i>	Time	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice	<u><b>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</b></u>  <i>Values Focus: Respect</i> <i>Take Care of the Environment</i>	

			Organisation Word Choice Ideas	
<b>Week 6</b> November 11	Time	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b> <i>Values Focus: Respect</i> <i>Take Care of the Environment</i>
<b>Week 7</b> November 18	Time	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b> <i>Values Focus: Respect</i> <i>Take Care of Self and Others</i>
<b>Week 8</b> November 25	Time	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b> <i>Values Focus: Respect</i> <i>Take Care of Self and Others</i>
<b>Week 9</b> December 2	Revision of learnt concepts	Decoding MSV Fluency Comprehension Text Structure and Purpose	<b>Conventions: Spelling</b> <b>Conventions: Grammar &amp; Punctuation</b> <b>Presentation</b> <b>Sentence Fluency</b> Voice Organisation Word Choice Ideas	<b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b> <i>Values Focus: Respect</i> <i>Take Care of Equipment</i>
<b>Week 10</b> December 9	<p><i>Learning Cycles for these weeks will be decided upon by the Collaborative Teaching Team and will be dependent upon student need.</i></p> <p><i>All core learning cycles will have been completed by this time and learning will be determined based on student data.</i></p>			<b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b> <i>Values Focus: Respect</i> <i>Take Care of Equipment</i>
<b>Week 11</b> December 16				Revision of learnt concepts

*Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.*

*Where learning cycles are outlined to be completed is where post-testing is likely to occur.*

*Teaching teams also engage with formative assessment throughout learning cycles with students.*

## Term Four Curriculum Overview: Mathematics

Year 2

	Essential Learning	Learning Targets
Week 1- 4	<b>Fractions:</b> Students recognise and create different representations of halves, quarters and eighths.	<ul style="list-style-type: none"><li>→ I understand that the size of the fraction depends on number of parts</li><li>→ I can identify different representations of quarters and eighths</li><li>→ I can share a collection into four equal groups (quarters) and eight equal groups (eighths)</li><li>→ I can split a shape into four equal parts (quarters) and eight equal parts (eighths)</li><li>→ I can explain eighths as eight equal parts of a whole</li><li>→ I can explain quarters as four equal parts of a whole</li></ul>
Week 5-8	<b>Time:</b> Students show and tell time to the quarter hour	<ul style="list-style-type: none"><li>→ I can show quarter to times on an analogue clock</li><li>→ I can show quarter past times on an analogue clock</li><li>→ I can tell time to the quarter hour (using the language of 'past' and 'to')</li></ul>
Weeks 9-11	Revision of Mathematics Concepts taught <i>*informed by student data*</i>	<ul style="list-style-type: none"><li>→ Revision of Place Value Essential Learning</li><li>→ Revision of Number Sequences Essential Learning</li><li>→ Revision of Money Essential Learning</li><li>→ Revision of Months, Seasons &amp; Calendars Essential Learning</li></ul>

# Term 4 Curriculum Overview: Reading

Year 2

	Essential Learning	Learning Targets
Weeks 1 - 11	<p><b>Fluency</b></p> <p>I can fluently read an expected level text.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>→ read some unknown texts with phrasing and fluency.</li> <li>→ vary my tone, pausing, stress and rate based on punctuation and meaning</li> <li>→ read accurately by using decoding strategies to self correct errors while reading.</li> <li>→ adjust my volume appropriately for my audience.</li> <li>→ attempt to use expression when reading a familiar text.</li> </ul>
Weeks 1 - 11	<p><b>Text Structure &amp; Purpose</b></p> <p>I can identify the purpose of a text by recognising its language features and structure.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>→ explore similarities and differences between two genres on the same topic (e.g. language, structure, etc)</li> <li>→ describe a text's purpose as being to persuade, inform or entertain</li> <li>→ identify the features of:                             <ul style="list-style-type: none"> <li>- Information reports</li> <li>- poetry</li> <li>- persuasive texts</li> <li>- Narratives</li> <li>- memoir</li> </ul> </li> <li>→ explain whether a text is fiction or nonfiction using its feature</li> </ul>
Weeks 1 - 4	<p><b>Decoding</b></p> <p>I can recognise an increasing range of English phonemes and sound-letter combinations.</p>	<p>I can (using an "at" level text):</p> <ul style="list-style-type: none"> <li>→ read words with silent letters</li> <li>→ read words with less common sound letter combinations <i>EG: 'ight' as in 'light'</i></li> <li>→ read words by recognising common letter combinations <i>EG: 'tion' as in 'fraction'</i></li> <li>→ recognise and read 300+ High Frequency words within continuous text</li> <li>→ use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)</li> </ul>
Weeks 1 - 4	<p><b>MSV</b></p> <p>I can think about whether my reading sounds right, looks right and makes sense.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>→ use visual clues, like clusters of letters to help me read words. <i>EG: "I know the word is tree because there is a picture of a tree and the first two letters make the sound tr"</i></li> <li>→ listen to the words I read and check to see if they sound right in the sentence. <i>EG: "I read 'she rans in the park' when I know that words need to be 'ran' because there is no word that is 'rans'"</i></li> <li>→ listen to the words I read and check if they make sense in the sentence. <i>EG: "I read the word 'desert' because I asked myself .where is there no rain and its very hot"</i></li> <li>→ combine visual, structure and meaning strategies to decode the words I read.</li> <li>→ use decoding strategies to self correct errors while reading.</li> </ul>
Weeks 1 - 9	<p><b>Comprehension Strategies</b></p> <p>I can use comprehension strategies to understand what I read.</p> <ul style="list-style-type: none"> <li>→ Questioning</li> <li>→ Making Connections</li> </ul>	<p><b>Questioning:</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>→ answer questions that can be answered with information found in the text ('right there' questions)</li> <li>→ verbalise my wonderings about a just right text.</li> </ul>

		<b>Making Connections</b> <ul style="list-style-type: none"><li>→ make text to self and text to text connections.</li><li>→ discuss similarities and differences between texts.</li></ul>
Weeks 7 - 9	<b>Inferred Comprehension:</b> I can use text clues and prior knowledge to infer implied meaning.	<b>Inferring:</b> I can: <ul style="list-style-type: none"><li>→ understand that text clue + prior knowledge = inferring; TC + PK = Inferring</li><li>→ combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text.</li><li>→ answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own) and identify the text clues that helped me find the answer.</li></ul>

## Term 4 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Weeks 1 - 11	<p style="text-align: center;"><b>Sentence Fluency</b></p> <p>The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<p>I /can:</p> <ul style="list-style-type: none"> <li>→ use simple pronoun reference when the referent is close to the pronoun to create coherence (e.g. I have a bird. It can talk.)</li> <li>→ am beginning to include compound sentences using coordinating conjunctions (and, but, so, because, when) in my writing</li> <li>→ consistently use basic text connectives within my sentences (and, then)</li> </ul>
Weeks 1 - 11	<p style="text-align: center;"><b>Ideas</b></p> <p>The piece's content – its central message and details that support that message</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>→ refine my ideas (select &amp; discard) to suit a range of familiar audiences and purposes</li> <li>→ include images to support the ideas in my writing</li> <li>→ include 4 or more simple ideas, that are clearly connected</li> <li>→ convey a message when writing to persuade</li> <li>→ convey a message when writing to inform</li> <li>→ convey a message when writing imaginatively/to entertain</li> <li>→ innovate on and develop characters and events from known texts</li> </ul>
Weeks 1 - 11	<p style="text-align: center;"><b>Organisation</b></p> <p>The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to group related ideas into paragraphs</li> <li>→ I consistently use basic text connectives such as: 'and' 'then' as well as time connectives (e.g. first, then, next, after) to sequence ideas and events across my writing.</li> <li>→ My writing has a clear body/middle which includes simple but clearly connected ideas</li> <li>→ I include a simple introduction or beginning to orientate my reader</li> <li>→ I can consistently sequence my sentences to reflect a logical flow of ideas appropriate to the task or topic.</li> </ul>
Weeks 1 - 11	<p style="text-align: center;"><b>Conventions: Grammar &amp; Punctuation</b></p> <p>The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<p>I /can:</p> <ul style="list-style-type: none"> <li>→ use common homophones correctly (e.g. two, too, to)</li> <li>→ accurately write simple present, past and future tenses to represent processes, maintaining tense within a sentence.</li> <li>→ consistently write coherent, simple sentences with subject/verb/object agreement to express an idea or event</li> <li>→ am beginning to capitalise a wider range of proper nouns to include: key events, names of places and titles</li> <li>→ am beginning to use commas to separate items in a list of nouns.</li> <li>→ reread and edit my writing to check for the correct use of capital letters (including mastered proper nouns), full stops, question marks and exclamation marks.</li> </ul>
Weeks 1 - 11	<p style="text-align: center;"><b>Conventions: Spelling</b></p> <p>The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> <li>→ I can correctly write common words with silent letters</li> <li>→ I consistently use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet)</li> <li>→ I can consistently use learnt consonant digraphs to spell simple words (E.G. sheep, tooth)</li> </ul>

		<ul style="list-style-type: none"> <li>→ I can use morphemic knowledge to spell compound words where the base word remains unchanged (grandmother)</li> <li>→ I can correctly write three-letter consonant blends in words (Three, string, splash)</li> <li>→ I am beginning to write some common contractions correctly (won't, don't)</li> <li>→ I can represent all sounds/phonemes when attempting to spell more difficult, unfamiliar words phonetically (enjin for engine)</li> </ul>
<p>Weeks 1 - 11</p>	<p style="text-align: center;"><b>Presentation</b> The physical appearance of the piece.</p>	<p>I /can:</p> <ul style="list-style-type: none"> <li>→ recognise and use digital keys to show more complex punctuation or symbols</li> <li>→ am beginning to type short letter clusters and short common words as single units (e.g. er, ing, the, my)</li> <li>→ am beginning to use joined letters</li> <li>→ fluently write clearly formed, unjoined letters of consistent size, maintaining legible handwriting throughout a text</li> <li>→ consistently use spaces between handwritten words</li> <li>→ consistently position my letters and words on a line</li> <li>→ consistently use pencils or writing implements appropriately</li> </ul>
<p>Weeks 1 - 11</p>	<p style="text-align: center;"><b>Word Choice</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> <li>→ I can use adverbs and simple adverbials to give precise meaning to verbs and to give details such as time, place and manner (in the afternoon, nearby, quickly)</li> <li>→ I can use vocabulary that is appropriate to my text type and purpose.</li> <li>→ I can select more specific words to improve the meaning of my writing. (e.g. giant for tall, golden for yellow, replacing an every day noun with a more technical one in an informative text)</li> <li>→ I consistently use adjectives within basic noun groups to build accurate description</li> </ul>
<p>Weeks 1 - 11</p>	<p style="text-align: center;"><b>Voice</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> <li>→ I can select and discards ideas (including images) to make texts suitable for familiar audiences and purposes</li> <li>→ I can write for unfamiliar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose</li> <li>→ I can write for familiar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose</li> </ul>