

Term 3 Curriculum Overview

Year 2

	Mathematics	Reading	Writing <i>NB: Bold - explicit teaching of writing traits Not bold - teaching as needed</i>	Social & Emotional Learning	Concept
Week 1 <i>July 15</i>	Money Chance	Decoding MSV Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion Including Others</i>	<p><i>Enduring Understanding:</i></p> <p>There are simple forces that have shaped our local community from past to present.</p>
Week 2 <i>July 22</i>	Money Chance	Decoding MSV Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion Including Others</i>	
Week 3 <i>July 29</i>	Money Measurement: Length	Decoding MSV Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion Cooperating</i>	
Week 4 <i>August 5</i>	Multiplication Measurement: Area	Decoding MSV Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion Cooperating</i>	
Week 5 <i>August 12</i>	Multiplication Measurement: Volume	Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion Being an Upstander</i>	
Week 6 <i>August 19</i>	Multiplication Measurement: Capacity	Fluency Comprehension Text Structure and Purpose	Conventions: Spelling Conventions: Grammar & Punctuation	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u>	

			Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<i>Values Focus: Inclusion</i> <i>Being an Upstander</i>
Week 7 <i>August 26</i>	Division Measurement: Mass	Fluency Text Structure and Purpose Inferred Comprehension	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion</i> <i>Grow who you Know</i>
Week 8 <i>September 2</i>	Division Measurement: Revision of Measurement Concepts	Fluency Text Structure and Purpose Inferred Comprehension	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion</i> <i>Grow who you Know</i>
Week 9 <i>September 9</i>	Division	Fluency Text Structure and Purpose Inferred Comprehension	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion</i> <i>Celebrating Strengths & Differences</i>
Week 10 <i>September 16</i>	Revision of Multiplicative Thinking (Multiplication & Division)	Fluency Text Structure and Purpose Revision of Comprehension areas	Conventions: Spelling Conventions: Grammar & Punctuation Presentation Sentence Fluency Voice Organisation Word Choice Ideas	<u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u> <i>Values Focus: Inclusion</i> <i>Celebrating Strengths & Differences</i>

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 3 Curriculum Overview: Mathematics

Year Two

	Essential Learning	Learning Targets
Week 1-2	<p style="text-align: center;">Money: Students count and order collections of coins and notes to find their value.</p>	<ul style="list-style-type: none"> → I can represent a given monetary amount using notes or coins of the same denomination. → I can justify why one collection is more valuable than another. → I can order small collections of coins and notes. → I can calculate the total of a small collection of either coins or notes of the same denomination. → I can recognise and name each of the Australian notes, and describe the identifiable features.
	<p style="text-align: center;">Chance: Students describe the outcome of everyday events using the language of chance.</p>	<ul style="list-style-type: none"> → I can give examples of everyday events to illustrate a given likelihood → I can describe the chance of everyday events occurring, using the language of chance → I understand and can explain 'certain' and 'impossible' as definitive terms → I can make connections between the words 'will happen' and 'certain', and the words 'won't happen' and 'impossible'
Week 3	<p style="text-align: center;">Money: Students count and order collections of coins and notes to find their value.</p>	<ul style="list-style-type: none"> → I can represent a given monetary amount using notes or coins of the same denomination. → I can justify why one collection is more valuable than another. → I can order small collections of coins and notes. → I can calculate the total of a small collection of either coins or notes of the same denomination. → I can recognise and name each of the Australian notes, and describe the identifiable features.
	<p style="text-align: center;">Measurement: Length Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with → I can compare and order objects based on their length, area, capacity, or volume, using informal units
Week 4	<p style="text-align: center;">Multiplication: Students represent and solve a range of multiplication problems in a variety of ways.</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple multiplication problems using arrays → I can represent and solve simple multiplication problems using groups → I can represent and solve multiplication problems using repeated addition → I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals) → I understand that multiplication is the result of combining groups of equal amount
	<p style="text-align: center;">Measurement: Area Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with → I can compare and order objects based on their length, area, capacity, or volume, using informal units → I can explain the attribute of area as how much space the flat surface of a shape takes up → I can measure the area of an object using informal units
Week 5	<p style="text-align: center;">Multiplication: Students represent and solve a range of multiplication problems in a variety of ways.</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple multiplication problems using arrays → I can represent and solve simple multiplication problems using groups → I can represent and solve multiplication problems using repeated addition → I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals) → I understand that multiplication is the result of combining groups of equal amount
	<p style="text-align: center;">Measurement: Volume</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with

	<p>Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can compare and order objects based on their length, area, capacity, or volume, using informal units → I can explain the attribute of volume as how much space a 3D object takes up → I can measure the volume of an object using informal units
Week 6	<p>Multiplication: Students represent and solve a range of multiplication problems in a variety of ways.</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division (Cannot be assessed until after students have gone through both multiplication and division learning cycles). → I can represent and solve simple multiplication problems using arrays → I can represent and solve simple multiplication problems using groups → I can represent and solve multiplication problems using repeated addition → I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals) → I understand that multiplication is the result of combining groups of equal amount
	<p>Measurement: Capacity Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with → I can compare and order objects based on their length, area, capacity, or volume, using informal units
Week 7	<p>Division Students represent and solve a range of division problems in a variety of ways.</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple division problems using arrays → I can represent and solve simple division problems using repeated subtraction → I can represent and solve simple division by grouping into equal sets → I can read, write and interpret division statements using 'shared between' (division) and 'is' (equals) → I understand and explain that division is sharing a collection into equal groups
	<p>Measurement: Mass Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with → I can compare and order objects based on their mass, using balance scales
Week 8	<p>Division Students represent and solve a range of division problems in a variety of ways.</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple division problems using arrays → I can represent and solve simple division problems using repeated subtraction → I can represent and solve simple division by grouping into equal sets → I can read, write and interpret division statements using 'shared between' (division) and 'is' (equals) → I understand and explain that division is sharing a collection into equal groups
	<p>Measurement: Revision of measurement concepts Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass</p>	<ul style="list-style-type: none"> → I can choose appropriate informal units to measure with → I can compare and order objects based on their length, area, capacity, or volume, using informal units → I can compare and order objects based on their mass, using balance scales → I can explain the attribute of volume as how much space a 3D object takes up → I can measure the volume of an object using informal units → I can explain the attribute of area as how much space the flat surface of a shape takes up → I can measure the area of an object using informal units
Week 9	<p>Division Students represent and solve a range of division problems in a</p>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple division problems using arrays → I can represent and solve simple division problems using repeated subtraction

	variety of ways.	<ul style="list-style-type: none">→ I can represent and solve simple division by grouping into equal sets→ I can read, write and interpret division statements using 'shared between' (division) and 'is' (equals)→ I understand and explain that division is sharing a collection into equal groups
Week 10	Revision of Multiplicative Thinking: Multiplication & Division	See Multiplication and Division Learning Targets <i>above</i> . <ul style="list-style-type: none">→ I can explore the connection between multiplication and division

Term 3 Curriculum Overview: Reading & Viewing

Year 2

	Essential Learning	Learning Targets
Weeks 1 - 10	<p>Fluency</p> <p>I can fluently read an expected level text.</p>	<p>I can:</p> <ul style="list-style-type: none"> → read some unknown texts with phrasing and fluency. → vary my tone, pausing, stress and rate based on punctuation and meaning → read accurately by using decoding strategies to self correct errors while reading. → adjust my volume appropriately for my audience. → attempt to use expression when reading a familiar text.
	<p>Text Structure & Purpose</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"> → explore similarities and differences between two genres on the same topic (e.g. language, structure, etc) → describe a text's purpose as being to persuade, inform or entertain → identify the features of:- <ul style="list-style-type: none"> - Information reports - poetry - persuasive texts - Narratives - memoir → explain whether a text is fiction or nonfiction using its feature
Weeks 1 - 4	<p>Decoding</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"> → read words with silent letters → read words with less common sound letter combinations <i>EG: 'ight' as in 'light'</i> → read words by recognising common letter combinations <i>EG: 'tion' as in 'fraction'</i> → recognise and read 300+ High Frequency words within continuous text → use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)
	<p>MSV</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"> → 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> → listen to the words I read and check to see if they sound right in the sentence. <i>EG: "I read 'she runs in the park' when I know that words need to be 'ran' because there is no word that is 'rans'"</i> → 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> → combine visual, structure and meaning strategies to decode the words I read. → use decoding strategies to self correct errors while reading.
Weeks 1 - 6	<p>Comprehension Strategies</p> <p>I can use comprehension strategies to understand what I read.</p> <ul style="list-style-type: none"> → Determining Importance/main ideas 	<p>Determining Importance/main ideas:</p> <p>I can:</p> <ul style="list-style-type: none"> → use keywords to determine importance. → identify the main idea of a text. → identify supporting evidence for the main idea of a text

	<p>→ Summarising</p>	<p>Summarising</p> <ul style="list-style-type: none"> → I can summarise the sequence of events in a fictional text. → I can discuss the problem of the main character in a fictional text and how that was resolved. → I can recall some important facts from a non fiction text.
<p>Week 7 - 9</p>	<p>Inferred Comprehension: I can use text clues and prior knowledge to infer implied meaning.</p>	<p>Inferring: I can:</p> <ul style="list-style-type: none"> → understand that text clue + prior knowledge = inferring; TC + PK = Inferring → combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text. → 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.

Term 3 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Weeks 1 - 10	<p style="text-align: center;">Sentence Fluency</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"> → use simple pronoun reference when the referent is close to the pronoun to create coherence (e.g. I have a bird. It can talk.) → am beginning to include compound sentences using coordinating conjunctions (and, but, so, because, when) in my writing → consistently use basic text connectives within my sentences (and, then)
Weeks 1 - 10	<p style="text-align: center;">Ideas</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"> → refine my ideas (select & discard) to suit a range of familiar audiences and purposes → include images to support the ideas in my writing → include 4 or more simple ideas, that are clearly connected → convey a message when writing to persuade → convey a message when writing to inform → convey a message when writing imaginatively/to entertain → innovate on and develop characters and events from known texts
Weeks 1 - 10	<p style="text-align: center;">Organisation</p> <p>The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I am beginning to group related ideas into paragraphs → 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. → My writing has a clear body/middle which includes simple but clearly connected ideas → I include a simple introduction or beginning to orientate my reader → I can consistently sequence my sentences to reflect a logical flow of ideas appropriate to the task or topic.
Weeks 1 - 10	<p style="text-align: center;">Conventions: Grammar & Punctuation</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"> → use common homophones correctly (e.g. two, too, to) → accurately write simple present, past and future tenses to represent processes, maintaining tense within a sentence. → consistently write coherent, simple sentences with subject/verb/object agreement to express an idea or event → am beginning to capitalise a wider range of proper nouns to include: key events, names of places and titles → am beginning to use commas to separate items in a list of nouns. → 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.
Weeks 1 - 10	<p style="text-align: center;">Conventions: Spelling</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"> → I can correctly write common words with silent letters → I consistently use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet) → I can consistently use learnt consonant digraphs to spell simple words (E.G. sheep, tooth)

		<ul style="list-style-type: none"> → I can use morphemic knowledge to spell compound words where the base word remains unchanged (grandmother) → I can correctly write three-letter consonant blends in words (Three, string, splash) → I am beginning to write some common contractions correctly (won't, don't) → I can represent all sounds/phonemes when attempting to spell more difficult, unfamiliar words phonetically (enjin for engine) →
<p>Weeks 1 - 10</p>	<p style="text-align: center;">Presentation The physical appearance of the piece.</p>	<p>I /can:</p> <ul style="list-style-type: none"> → recognise and use digital keys to show more complex punctuation or symbols → am beginning to type short letter clusters and short common words as single units (e.g. er, ing, the, my) → am beginning to use joined letters → fluently write clearly formed, unjoined letters of consistent size, maintaining legible handwriting throughout a text → consistently use spaces between handwritten words → consistently position my letters and words on a line → consistently use pencils or writing implements appropriately
<p>Weeks 1 - 10</p>	<p style="text-align: center;">Word Choice The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> → 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) → I can use vocabulary that is appropriate to my text type and purpose. → 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) → I consistently use adjectives within basic noun groups to build accurate description
<p>Weeks 1 - 10</p>	<p style="text-align: center;">Voice 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"> → I can select and discards ideas (including images) to make texts suitable for familiar audiences and purposes → I can write for unfamiliar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose → I can write for familiar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose