



Year 2 Term 3 Overview

Welcome back to Term 3! Our students have settled into routines and expectations easily. We have so many fun things planned for this term and are very excited to get underway!

English: Expressing opinions

Focus:

This term, students will engage with a range of texts that focus on using language to express opinions and understanding of how topics can be presented in persuasive texts. Students will:

- interact with others, and listen to and create spoken texts including stories
- share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts
- organise and link ideas, and use language features including topic-specific vocabulary and features of voice
- read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events
- describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features

- use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words
- use punctuation for phrasing and fluency

Assessments:

- **English Assessment Task:** Completed Term 3 Week 8
- **Phonological Awareness:** Throughout term



Term 3

Key Dates:

- **Assembly:** Mondays 8:45am (Even Weeks)
- **Step Into History Incursion:** 22nd July
- **NAIDOC:** 24th July
- **Junior Athletics Day:** 29th July
- **Art Show:** 31st July
- **School Photos:** 17th–19th August
- **Book Week Parade:** 20th August
- **Parent-Teacher Interviews:** 31st August
- **Student Free Day:** 4th September
- **Celebration of Learning:** 17th September
- **Last Day of Term 3:** 18th September

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Mathematics:

Focus:

In Term 3, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations
- use uniform informal units

to measure and compare shapes and objects

- use a range of methods to collect, record, represent and interpret categorical data in response to questions

Assessments:

- **Number Assessment Task Completed** Throughout Term 3
- **Measurement Assessment Task:** Completed throughout Term 3
- **Statistics Assessment Task:** Completed throughout Term 3



Science: Physical Sciences

Focus:

students will investigate how sounds are made and explore the connection between sound and vibration. Through hands-on activities, they will use a variety of objects and actions to create different sounds and observe how sounds can vary in loudness and pitch. Students will compare their observations with those of their classmates and consider how people may experience sound in different ways.

Students will also explore how sound is used in everyday life, including music, technology and communication. They will learn about traditional musical instruments used by Aboriginal and

Torres Strait Islander peoples, as well as modern technologies that use sound and voice activation. Throughout the unit, students will collect observations, make simple measurements, and use digital tools to record and share their findings. This engaging unit encourages curiosity, scientific thinking and an appreciation of the important role sound plays in our daily lives.

Assessment:

- **Physical Science Assessment Task:**
Completed Term 3
Week 9-10



HASS: Impacts of Technology Over Time

Focus:

This semester, students will explore how and why the lives of people have changed over time.

Students will:

- pose questions about the past.
- locate information from observations and sources provided.
- compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions.
- sequence familiar objects and events in order.

- develop narratives about the past and communicate findings in a range of texts using language to describe the passing of time.

Assessment:

- **HASS: How have changes in communication affected the lives of people over time Assessment:**
Due Term 4 Week 5



Health and Physical Education

Health Focus: Applying Protective Behaviours and Help-Seeking Strategies

Students explore how to keep themselves and others safe by identifying and applying protective behaviours and help-seeking strategies. Through discussions, role-plays and practical learning experiences, students will explore safe and unsafe situations and identify trusted adults and community helpers who can provide support when needed. Students will develop skills to communicate their needs, seek help appropriately, and make safe and responsible decisions in a range of everyday situations. .

Physical Education Focus: Applying Movement Skills, Benefits of Physical Activity and Investigating Health Messages

Students will develop and apply a range of fundamental movement skills through active games, challenges and movement experiences. They will learn how to move safely

and effectively with objects and in shared spaces while building confidence, coordination and teamwork skills.

Students will also explore the benefits of regular physical activity and how being active supports their health and well-being. Through discussions and investigations, they will examine health and safety messages, including the safe use of household items, and learn how to make safe choices in everyday situations.

Assessment Tasks:

- **Health Assessment Task:**
Completed Term 4 Week 6
- **P.E Assessment Task:**
Completed Term 4 Week 6

The Arts: Media Arts and Music

Visual Arts Focus:

In this unit, students will explore how messages can be communicated through media such as posters. They will investigate the features of effective safety posters and discuss how images, colours, symbols and words are used to share important messages.

Students will then design and create their own electronic poster that promotes a school safety message

Assessment:

- **Media Arts Assessment Task:**
Completed Term 4 Week 6

Music Focus:

In this unit, students will explore music through songs and activities focused on caring for our environment. They will listen to, perform and respond to a variety of eco-themed songs while developing their understanding of the elements of music, such as beat, rhythm, tempo and dynamics. Students will have opportunities to sing, move, play instruments and create their own musical ideas to communicate messages about protecting our world. Through this unit, students will build confidence as performers, develop their creativity, and discover how music can be used to share important messages and inspire positive action.

Assessment:

- **Music Assessment Task:**
Completed Term 2 Week 6



Digital Technologies

Focus:

In Terms 2 and 3, students will develop their Digital Technologies skills through fun, hands-on learning integrated across different subject areas. They will explore and organise familiar data, using digital tools to present their ideas in creative and meaningful ways.

Students will begin to build important problem-solving skills by recognising patterns, following logical steps and thinking carefully about how to solve simple challenges. They will also work both independently and collaboratively to create and share their ideas, while learning how to use digital technologies safely and responsibly.



Your child's homework includes:

- Reading with Wushka
- A grid-style system with Numeracy and Literacy activities.

Each term, homework will be issued in your child's homework folder. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

- 2A Eden Moore: eamoo0@eq.edu.au
- 2B Letiesha Parker: lepar0@eq.edu.au
- 2C Sophie Ford: sfidl10@eq.edu.au
- 2D Charlotte McNeill: cdmcn0@eq.edu.au
- 2E Sally Mahaffey: smaha18@eq.edu.au
- 2G Cassie Otto: cotto37@eq.edu.au

- Please remember: NO HAT NO PLAY! Please ensure that students have their hats at school everyday for sun safety.
- Water bottles are not only welcome but encouraged in our classrooms. Remember to bring you bottle every day; hydration is key!
- Please ensure that your students are equipped with book packs. There is an expectation that students bring all required resources to school. Please ensure that all books are clearly labelled. If you need a booklist please do not hesitate to contact your student's teacher or the school office.
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students bring fruit or vegetables for morning Fruit Break so we can be healthy like Perry!
- Dates for assessment have been included in this newsletter. If you are planning on a holiday during term time, please be mindful of this schedule. We ask that you notify the office and class teacher of these absences in advance.
- In the event of celebrating your child's birthday, we kindly ask for items such as cupcakes or ice blocks as these are already portioned and don't require a knife. Please also check with your class teacher for allergies.

