# Level 2: Weekly Curriculum Outline

## Term 4 – Week 4

**Teachers:** 2A/B: Lisa Kendall & Jessica Steele  
2C/D: Maddy Reid & Claire Raymond  
2EF: Emma Hockey & Georgina McKinnon

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
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| Students will revisit Café strategy, Expanded Vocabulary that we looked at during first term. During the next two weeks the students will;  
- tune in to interesting words  
- find interesting words in both fiction and nonfiction texts  
- use both dictionaries and thesauruses to expand their vocabulary and up level their work  
- find the meaning of an unknown, interesting word to improve understanding using a dictionary and then begin to use them in their writing  
- understand root words and how we can build on them.  

**Encourage the children to find the meaning of unknown words whilst reading at home and use it in speaking and their writing.**  

During writing this term we will be using two different texts to guide our learning: ‘Motion’ and ‘And everyone shouted pull’. Students will:  
- learn how to respond to a text (review)  
- use rhyme and rhythm  
- use descriptive language in writing  
- use comparisons in writing  
- use figurative language to write a poem  
- predict and write an ending to a story  
- use exciting openers to hook the reader  
- use speech marks  
- up level their writing  
- plan for their writing  
- introduce characters and settings  
- create suspense in a story  
- use time connectives to write a resolution to a problem  
- write a succinct neat ending to conclude a story  

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<th>Mathematics</th>
<th>Inquiry</th>
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| This week the students will continue to work on a unit on addition and subtraction. In this unit students will:  
- Be separated across the year level in groups according to their point of need.  
- Revisit solving addition and subtraction problems using a range of efficient mental and written strategies such as counting on, rearranging, portioning adding 9, 10 and 11.  
- Increase fluency with a range of mental strategies for addition problems such as commutatively for addition, building to ten, doubles, ten facts and adding ten  
- Modell and represent simple additive situations using materials such as ten frames, twenty frames and empty number lines  
- Recognise and explain the connections between addition and subtraction.  

This term we will be commencing a unit Inquiry unit called ‘May the force be with you’. In this unit students will:  
- investigate the effects of mixing materials together  
- suggest why different parts of everyday objects such as toys and clothes are made from different materials  
- identify materials such as paper that can be changed and remade or recycled into new products  
- explore the local environment to observe a variety of materials, and describing ways in which materials are used  
- explore both a push or a pull effect on how an object moves or changes shape  
- explore how different strengths of pushes and pulls affect the movement of objects  
- explore ways that objects move on land, through water and in the air  
- Identify toys from different cultures that use the forces of push or pull. |
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<th>Home Learning</th>
<th>Important notices</th>
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<td><strong>Home Reading:</strong> Students should read four nights a week, Monday to Thursday and record the title, date and pages read. They will change their books on at least once a week.</td>
<td><strong>Thursday 27&lt;sup&gt;th&lt;/sup&gt; October</strong> – <em>Walk to school Day.</em> Children are encouraged to decorate their shoes.</td>
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<td><strong>Spelling:</strong> Continue to practise spelling words. Students are continually being tested at school.</td>
<td><strong>28&lt;sup&gt;th&lt;/sup&gt; of October</strong> – Pupil free day</td>
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<td><strong>Mathletics:</strong> Please give your child time to complete the three tasks set each week.</td>
<td><strong>Cup day eve</strong> – <em>(31&lt;sup&gt;st&lt;/sup&gt; October)</em> can you please let you child’s teacher know ASAP if your child will be absent on cup day eve. We will be planning for a modified program on this day. Thank you to those parents who already have let their child’s teacher know</td>
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<td><strong>Melbourne Cup Day</strong> – <em>Tuesday 1&lt;sup&gt;st&lt;/sup&gt; November</em>, Public holiday</td>
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<td></td>
<td><strong>Music Day</strong> – <em>(Thursday 3&lt;sup&gt;rd&lt;/sup&gt; November)</em> As part of Music Day, Miss Georgina is making musical instruments with the groups of children she will work with on the day. If you have any clean bottles (soft drink, juice), boxes or empty throw away containers (yoghurt, fruit, butter), she would very much appreciate these.</td>
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