### Reading

Over the next two weeks the children will focus on comprehension, understanding the books they are reading and their fluency.

During these weeks the students will:
- Practise fluency by participating in readers theatre
- Practise fluency by rereading a passage of unfamiliar text
- Predict what is going to happen or what a text is going to be about
- Retell the most important parts of a text
- Show their understanding of the book by responding to questions related directly to information in the book, beyond and inferring to further develop their understanding
- Support their inferences through evidence and schema.

Encourage the children to stop when reading to check with themselves if they are understanding the book and that they are reading fluently and smooth.

Ask questions where the information can’t directly be found in the text and they need to infer, perhaps characters feeling, action or motives. If they can’t answer the questions, ask them to reread the book to help them develop an improved understanding.

### 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

### Mathematics

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
- Model 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.

### Inquiry

This term we have commenced 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.
## Level 2: Weekly Curriculum Outline

<table>
<thead>
<tr>
<th>Home Learning</th>
<th>Important notices</th>
</tr>
</thead>
<tbody>
<tr>
<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>Taskworks Incursion</strong> – Thursday 10th November the children will have an Incursion all about Forces as a part of our Inquiry unit.</td>
</tr>
<tr>
<td><strong>Spelling:</strong> Continue to practise spelling words. Students are continually being tested at school.</td>
<td><strong>A reminder that all Taskworks permissions and payments are due Monday 7th by 4pm.</strong></td>
</tr>
<tr>
<td><strong>Mathletics:</strong> Please give your child time to complete the three tasks set each week.</td>
<td><strong>Class Groups for 2017</strong> - The children may come home and be talking about friends they would like to be in a class with for next year. We have mentioned this to them this week and it was in the newsletter. We are encouraging all children to discuss with you who would be good learning friends that they can work best with. It can be someone from any of the year level. During week 6 we will get them to write down their choices.</td>
</tr>
</tbody>
</table>