**Curriculum News**

Next year HSS will begin using the Australian Curriculum V9 English in all year levels. This will involve changes to the content in each year level, including changes to some of the texts studied. Our teachers will be very busy this term, learning about the new English curriculum and planning for 2025.

**Heatley Fun Day/Water Safety Carnival**

As part of a focus on water safety, our Heatley Fun Day/Water Safety Carnival for P-6 is on Wednesday 6 November. The day will include a sausage sizzle ($2) and fun activities. As this is a very important part of the curriculum and life skills, all students are expected to attend the carnival.

**Reporting**

Semester 2 report cards will be sent home in on Tuesday, 3 December. Reports will be printed and emailed.

**Class Parties**

Class parties will be held on Friday, 6 December. Classes will send home information about suggested food items to send with your child to share with their classmates.

**Week 11**

This year there will be an extra week of Term 4. All learning and regular end of year events will occur by the end of Week 10. Week 11 will be alternative programs.

**Sun Safety – Hats**

As we are a Sun Safe school, students must wear a wide-brimmed hat for outdoor activities including playtime. Hats are available for purchase from the tuckshop, however any bucket style hat is suitable. Sun cream has been provided to each classroom for outdoor learning activities. If your child has allergies please let the office know.

**How to contact the Year 2 team:**

2A Sandra Hopf [boyds2@eq.edu.au](mailto:boyds2@eq.edu.au)

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Or phone the school on 47 595 333 to leave a message for the teacher and they will phone you back when available.

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| heatley LOGO - COLOURED - 2008 | Keep up to date with our Website and Facebook  <https://heatleyss.eq.edu.au/>  <https://www.facebook.com/HeatleySS/>  Regular school newsletters are also emailed home |  |



**Year 2 Semester 2 2024**

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| **October** | | |
| Wk 4 | Fri 25 Oct | Wear red for Day for Daniel  Gold coin donation |
| Wk 4 | Fri 25 Oct | World Teachers’ Day |
| Wk 4 | Fri 25 Oct-15 Nov | Prep 4 Prep |
| **November** | | |
| Wk 6 | Wed 6 Nov | Heatley Fun Day /Water Safety Carnival |
| Wk 6 | Thur 7 Nov | Pancake Breakfast |
| Wk 7 | Tues 12 Nov | P&C Meeting 2pm |
| Wk 9 | Wed 27 Nov | Year 6 into 7 Transition Day |
| **December** | | |
| Wk 10 | Tues 3 Dec | Report cards sent home |
| Wk 10 | Wed 4 Dec | P-2 Awards  Yr 3-6 Awards |
| Wk 10 | Thurs 5 Dec | Year 6 Graduation |
| Wk 10 | Fri 6 Dec | End of Year Concert |
| Wk 11 | Mon 9 - Fri 13 Dec | Alternative programs |
| Wk 11 | Fri 13 Dec | Last day of Term 4 |

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| **Year 2 Curriculum Overview**  **Term 3 and Term 4 Units** |
| **English**  **Term 3 - Exploring plot and characterisation in narratives**  Students read and analysed a range of narratives*.* They *w*rote an imaginative event to add to a known story.  **Term 4 - Exploring informative texts**  Students will read, view and listen to a range of texts to comprehend the text structures and language features of informative texts. They will create an informative text with a supporting image. They will also complete a reading comprehension task. |
| **Mathematics**  **Term 3**  Students explored equal parts (halves, quarters and eighths) and built a sense of fractions. They used mathematical modelling to solve practical problems. Students described two-dimensional shapes and used uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass.  **Term 4**  Students will partition and combine numbers, recognising and describing the relationship between addition and subtraction and use part-part-whole reasoning. They will recognise types of patterns in different contexts. |
| **Science**  **Term 3 - Physical Sciences – Toy Factory**  **Linked to Design and Technologies and English**  Students investigated and explained how objects can be moved by push and pull forces. They designed and built a toy that moved and made predictions about the toy’s movement. They described a change to the toy and how it affected the toy’s movement.  **Term 4 - Biological Sciences – Good to Grow Linked to English**  Students will and represent the changes to the life stages of living things. They will compare the life stages of different living things. |
| **HASS (Humanities and Social Sciences)**  **Impacts of technology over time**  Students will explore, compare and sequence objects from the past and present. They will investigate the impact of changing technologies on people’s lives over time. |
| **HPE (Health and Physical Education) – Health focus Jo Anning**  Students will explore safe and unsafe situations to understand responsibility in staying safe. They will learn about safety clues that can be used in situations and explore emotions in response to safe and unsafe situations. Students will also learn about sun safety. |
| **PE – (Physical Education) -Tracy Riley**  **Term 3 - Playing with Balls/What’s your Target**  Students learnt and practiced the skills of throwing, catching, kicking, passing and dribbling using different balls including, netball, soccer, rugby and tennis balls. Skills were practiced in isolation and in fun, non-competitive, game situations. Students demonstrated fair play and positive ways to interact with others.  **Term 4 - Equipped to move**  Students will explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They will perform skills, with and without equipment, in simple movement sequences.  Ribbon dance <https://youtu.be/vZ7jThX0TNc>  Group ribbon dances <https://youtu.be/s8mphBCu5kk> <https://youtu.be/ldNpyj0bnn8>  Hoop dance <https://youtu.be/YvN-mnAe6ts>  Group hoop dances <https://youtu.be/LFUTAsRvrDQ> <https://youtu.be/ei_LSYF-QmA>  Ball skills <https://youtu.be/JoxS9TG-ZqQ>  Ball dance <https://youtu.be/PpMjqHWhoRU>  Group ball dances <https://youtu.be/cplNbZKwDZ4> <https://youtu.be/izNGX2vd3pg?t=103>  **iMove, iJump, iLand:** Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. |
| **The Arts – Music Specialist - Michelle Rush**  Students will perform Taba Naba using voices and untuned percussion. They will develop confidence in recognising note names and values. Students will continue to explore pitch, dynamics and form through new and familiar songs. Students will develop their performance skills by learning music and lyrics for the end of year concert. |
| **The Arts - Visual Arts**    Students will explore how visual language can be used to communicate and relate to mood and feelings in art. They will explore artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists. They will experiment with some conventions of visual arts such as painting and collage. |
| **Design and Technologies - Design a Toy**  **Linked to Science to create a Multidisciplinary STEM unit**  Students will explore how technologies use forces to create movement in products. They will design and make a moving toy using design processes and production skills. |
| **Digital Literacies – Justine Morgan**  In Term 3 students developed digital literacy skills linked to the story writing unit in English. They used Paint, AI drawing programs and online drawing tools and iPad apps. In Term 4, students will become more familiar with using computers to develop their mouse control and keyboarding skills in preparation for NAPLAN online in 2025. |