



Outlined below is information relating to the learning foci across core curriculum areas for students in Year 2 during Term 3. Parents/Carers may wish to discuss with their child and further support their learning at home through the suggested activities, prompts or questions.

Reading

Focus	Approximate Timing	How you can support your child's learning
Inferencing: making inferences about characters' feelings, traits, actions and author's message	Weeks 1-5	<ul style="list-style-type: none"> Ask your child questions about subjects that aren't made completely clear by the author during and after reading. For example, how/ why do you think the character felt when ____ happened? Involve your child by pointing out and discussing how the use of certain illustrations and words/ phrases used by the author give us clues and hints to help us make inferences about characters, their thoughts, feelings and actions. Support your child during/ after reading to think about what they believe the author's message was. For example, what do you think they wanted us to learn from this story? What did the character learn from their problem in the story?
Fluency The ability to read aloud easily and accurately using expression.	Weeks 6-11	<ul style="list-style-type: none"> Support and encourage your child to read aloud with fluency by modelling yourself how to read aloud at a good rate, with phrasing, pausing, intonation and appropriate emphasis. Ask your child to read aloud for an audience, to others at home, in order to develop confidence with their expression and accuracy. Before reading, help your child to go through the text and identify punctuation such as talking marks, question marks and bolded words and discuss how these affect our pronunciation and the way we read words and phrases.
Monitoring and Correcting	Weeks 6-11	<ul style="list-style-type: none"> Help your child as they read aloud to check on their accuracy when they make an error by asking "Did that sound right?" "Did that make sense?" and prompt them to go back, re-read the sentence and self-correct any errors. Support your child to monitor and self-correct by modelling yourself how to read aloud by making mistakes, then go back and re-read to self correct.

Writing

Focus	Approximate Timing	How you can support your child's learning
Narrative	Weeks 1 -7	<ul style="list-style-type: none"> Encourage your child to reflect on a narrative they have experienced through a book or movie. Support them to discuss the parts of the story, such as the setting and characters, problems the characters encounter and solutions. When looking at stories, discuss with your child how authors use specific word choice like describing words, action words and more powerful alternatives (synonyms) to create a certain 'mood' to the story. Ask your child what would happen in a sequel of a text, if there was one. What would happen in the beginning, middle and the end? Support your child to use various word alternatives/ more powerful words in their home-written stories to replace overused words like 'said' and 'went', and experiment with various interesting ideas for stories and story starters.

Poetry	Weeks 8 - 11	<ul style="list-style-type: none"> Support your child to write/create their own poems at home. Encourage your child to explain the structure of poems they write. When reading picture books, encourage your child to discuss if they are rhyming or contain word patterns. Can your child continue the rhyme or word pattern?
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Maths

Focus	Approximate Timing	How you can support your child's learning
Fractions	Week 1	<ul style="list-style-type: none"> Support your child when cooking to look at the cup sizes used. Compare half a cup and a full cup. Encourage your child to cut sandwiches into different portions and discuss how both halves make a whole or four quarters make a whole. When looking at a collection of items, support your child to make a half or quarter of a group and discuss their noticings.
Multiplication and division	Weeks 2-8	<ul style="list-style-type: none"> Include your child in portioning out multi-packs of food and drink e.g. 11 tim-tams in a pack - how many would each family member get for a 'fair share'? Are there any left over? Ask your child to multiply numbers of objects by 2, 5 and 100 e.g. There are 6 apples in the fruit bowl, how many would be in 2 fruit bowls?
Time	Weeks 1-3	<ul style="list-style-type: none"> Support your child to practise telling the time on analogue clocks to the hour, half hour and quarter hour. Discuss the minute and hour hands of the analogue clock and how these look for the hour/ o'clock, half past and quarter to/past times. Your child may like to wear a watch to practise telling the time. Encourage your child to make links between digital and analogue clock times for the hour, half past and quarter to/past times.
Location (mapping)	Weeks 4 and 5	<ul style="list-style-type: none"> Ask your child to set the table by placing cutlery 'next to' the plate, or the cup 'above and to the right'. By observing which way the sun rises or sets around your home, ask your child to establish which way North is. Discuss which rooms get the most light, or are the warmest, and why this might be. Before taking any trips that rely on maps (either digital or physical) have a look at the destination and discuss the direction that needs to be taken and any landmarks that might be observed along the way.
Transformations	Weeks 6 and 7	<ul style="list-style-type: none"> Encourage your child to place objects in front of a mirror and look at the reflection. What do they notice? Include your child by initiating a family dance party. Call out different transformation movement words e.g. flip your hands over, slide to the left/ right, make a half turn, make a quarter turn. Help your child when looking at various shapes and objects to manipulate shapes (or do a puzzle together) by discussing the way you might need to manipulate them to make the pieces fit, change or move e.g. 'flip', 'turn' or 'slide'.

Inquiry

Focus	Approximate Timing	How you can support your child's learning
Geography	All term	<ul style="list-style-type: none"> Help your child to find out about place names that are important to them and your family. Where do they come from? Are they named after people - if so who were they? Support your child to look at various maps- local/ community, global and park/ site maps for various locations you visit and discuss the features of them. Ask if they can identify special places on the map, like lakes, oceans, landmarks etc. Support your child to create hierarchical addresses for places of interest by zooming out or in e.g. Bell Primary School, Oakover Road, Preston, Melbourne, Victoria, Australia, THE WORLD.

Specialists

	Focus	Approximate Timing	How you can support your child's learning
Music	Hip Hop	Term 3	<p><i>Cat Rap – Hip-Hop Rap to the Beat!</i> Practise performing the Cat Rap (Cats Sleep Anywhere) along to the Hip-Hop drums by talking to the beat and keep in the tempo. Listen to Ms S' example. Yo! Resources at the following link:</p> <p>Cat Rap resources</p>
Physical Education	Athletics	Term 3	<p>The document below is a resource from athletics Australia. It introduces the key teaching points of the skills including running, jumping and throwing.</p> <p>The activities are designed to develop the skills to participate in athletics events.</p> <p>Athletics Australia P-2.pdf</p>
Visual Arts	Impressionism	Term 3	<p>Take a virtual tour of Impressionism exhibitions at the National Gallery of Victoria.</p> <p>French Impressionism from the Museum of Fine Arts, Boston NGV</p> <p>She-Oak and Sunlight: Australian Impressionism – NGV</p> <p>19th Century Australian Art Collection NGV</p> <p>Discuss: Do the artworks look like real life? What can you see in the artworks? What texture can you see?</p> <p>Have a go: Draw and colour in an outside setting.</p>

Key dates for Term 3

Swimming:

Monday 25th and Wednesday 27th of July

Monday 1st and Wednesday 3rd of August

Writer's Festival:

Thursday 1st September