

Year Level 2 Term 3 2008		Overview of Expected Outcomes			Ironsides State School	
English Focus Areas	Reading and Viewing Students will engage with and interpret a range of texts including literary, mass-media & everyday texts. They will be encouraged to explore the four roles of the reader (code breaker, meaning maker, text user, text analyst) and to use texts as models for their own writing.	Writing Students will construct a range of simple texts, with a particular focus on narrative which link with their interests, familiar experiences and work undertaken in other KLA's.	Speaking and Listening Students will be given opportunities to present short talks in class, drawing mostly on personal experience.	Spelling Students will learn weekly spelling words which have been based on the Year 2 Core List, and 'Spelling Demons' List. Enrichment vocabulary related to student interests/needs will be added as appropriate. Spelling words are grouped to focus on a particular spelling rule or aspect of phonics.	Handwriting Students will focus on the adding of 'exits' and 'entries' to the printed alphabet in preparation for progression to cursive script. Correct posture, pencil grip & letter formation both during formal handwriting and other sessions will be encouraged.	
English Assessment	<ul style="list-style-type: none"> ▪ CARS "A" (comprehension) 	Student narratives will be assessed according to the following criteria: <ul style="list-style-type: none"> ▪ Awareness of audience/purpose ▪ Generic structure ▪ Use of: subject specific vocabulary, correct grammar and sentence formation ▪ Use of editing/proofreading skills - Application of spelling knowledge 	Students participation in spoken presentations with an emphasis on assessment of the following skills: <ul style="list-style-type: none"> ▪ body language (stance) ▪ facial expressions ▪ volume, tone, variation of voice ▪ relevant ideas and information logically sequenced ▪ asking/answering questions 	<ul style="list-style-type: none"> ▪ Weekly spelling check up ▪ Application of this spelling knowledge in written tasks 	Handwriting will be informally assessed.	
Maths Focus areas	Number <ul style="list-style-type: none"> ▪ Whole number to 99: recognition, spelling, position, order, place value ▪ Ordinal to 99th ▪ Concrete, pictorial, written, symbolic representations ▪ Odd and even to 99 ▪ addition and subtraction totals to 99 (no regrouping) ▪ Mental computation strategies to 20, written recording ▪ Introduce concept of multiplication ▪ recognize notes to \$20 ▪ read and record amounts in cents 	Patterns and Algebra <ul style="list-style-type: none"> ▪ Introduce skip counting with calculators ▪ Introduce input – output data eg. 3+_ =7 ▪ Equivalence: consolidate missing addend ▪ Representations: consolidate equations, symbols 	Measurement <ul style="list-style-type: none"> ▪ Use non standard units to measure: litre ▪ Introduce litre (L) ▪ Time: introduce half past in digital and analogue form 	Chance and Data <ul style="list-style-type: none"> ▪ Language of chance: lucky, unlucky; likely, unlikely; possible, impossible ▪ Collect and handle data: simple surveys, classify, record and check data ▪ Explore and present data collected: bar graphs (introduce title, axes) ▪ Continue tally marks 	Space <ul style="list-style-type: none"> ▪ 3D shapes: common characteristics, geometric terms and properties ▪ introduce simple maps ▪ reinforce language of direction 	
Maths Assessment	Tiered Maths Test: Addition	Tiered Maths Test: Growing patterns	Tiered Maths Test: Time	Tiered Maths Test: Data	Tiered Maths Test: 3D shapes	
Science	Science Assessment	SOSE	SOSE Assessment	Technology	Technology Assessment	
Natural and Processed Materials Students will explore properties of materials (texture, weight, colour) and their uses.	<ul style="list-style-type: none"> ▪ Working scientifically ▪ Science skills: predict, observe, describe, compare, explain, discuss, classify ▪ Sorting task 	Students will continue to explore Australia's diverse cultures with a focus on Indigenous Australians.	<ul style="list-style-type: none"> ▪ Design/create an Indigenous picture using symbols and explain the story behind the symbols used. 	<ul style="list-style-type: none"> ▪ Operate programs, saving and opening own files, read/reply to class email with teacher support ▪ Use software to: support learning. ▪ Use the design process to ▪ Construct a Torres Strait Islander headdress. 	<ul style="list-style-type: none"> ▪ ICT Skills checklist 	

