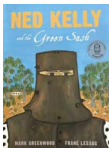





## Stage 2 Scope and Sequence Term 2 2025



<u>English</u>	<u>Mathematics</u>		<u>History</u>	<u>Science &amp; Technology</u>	<u>PDHPE</u>	<u>CAPA</u>
<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Oral Language &amp; Communication</li> <li>- Vocabulary</li> <li>- Reading Fluency</li> <li>- Reading Comprehension</li> <li>- Creating Written Texts</li> <li>- Spelling</li> <li>- Handwriting</li> </ul> <p><b>Text Study:</b> <u>Weeks 1-6</u> <b>Focus:</b> Argument and Authority (Persuasive Texts)</p> <p><b>Text:</b> Ned Kelly &amp; the Green Scarf</p>  <p><u>Weeks 7-10</u> <b>Focus:</b> Genre (Informative Texts)</p>  <p><b>Texts:</b> <i>Deadly Science – The Solar System: Book 5</i> and <i>Meanwhile Back on Earth</i>.</p>	<p><b>Year 3</b> Weeks 2-3: Place Value</p> <p>Weeks 4-5: Additive Relations</p> <p>Weeks 6-7: Length. 2D Shapes and Time</p> <p>Weeks 8-9 Multiplicative Relations, Fractions and Length</p> <p>Week 10: Revision</p>	<p><b>Year 4</b> Weeks 2-3: Data</p> <p>Weeks 4-5: Whole number, decimals to 6 digits</p> <p>Weeks 6-7: Multiplication &amp; Division</p> <p>Weeks 8-9: Chance &amp; Position</p> <p>Week 10: Revision</p>	<p><b>History:</b> First Contacts</p> <p>What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans? What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</p>	<p><b>Science:</b> Physical World</p> <p>Stage 2 of the Physical World strand focuses on light, heat and electrical energy and how contact forces affect the behaviour of objects. Students develop their understanding of energy as a resource that can be generated and transferred. They investigate the interdependent relationship between energy and forces that affects the behaviour of objects. Students observe how energy and forces are used in the manufacture of products and in systems.</p>	<p><b>Health, Wellbeing and Relationships</b> – Child Protection Unit</p> <p>This unit provides teaching and learning activities around child protection education. Students will investigate the essential question: How can I stand up for the rights of myself and others?</p> <p><b>PE/Sport:</b> PE will take place once a week for 40 min. Students will learn fundamental movement skills and apply these by participating in a series of modified games.</p> <p><u>Year 3 Fundamental Movement Skills:</u> Hop, Slide Gallop, Skip and Overarm Throw</p> <p><u>Year 4 Fundamental Movement Skills:</u> Leap, Kick, Two-handed Strike and Dodge</p> <p>PSSA – Soccer, League, Netball, AFL</p> <p><u>Home Sport</u> – Rotational Games</p>	<p><b>Drama</b> Drama across cultures, time and places.</p> <p>Students will develop their understanding of the key elements of drama, including character, plot, setting, theme, and dialogue.</p> <p>They will practice improvisation and devising techniques to generate ideas for their own dramatic performances.</p> <p>They will develop their creativity, teamwork, and communication skills.</p> <p>By reflecting on their learning and refining their performances, students will also develop critical thinking and evaluation skills.</p>

**English & Maths Standardised Assessments: :**

- DIBELS Oral Reading Fluency MOY (Jun)
- Essential Assessment English (Jun)
- Essential Assessment Number (Jun)
- Essential Assessment Pre / post tests for relevant units (ongoing)
- Writing - Persuasive Text (Jun)

**Library:**

Activities for this term focus on: reading for pleasure; choosing suitable quality books; evaluating own reading habits and creating personal SMART reading goals; note taking skills from non-fiction texts (oral and written); sharing and evaluating quality texts shortlisted for the Children's Book Council of Australia's (CBCA) Picture Book of the Year.

Students will be explicitly taught skills involving:

- setting and reviewing SMART goals
- how to take notes when listening and reading
- visual literacy
- evaluating, comparing and sharing opinions