Stage Two - Semester 1 Learning Goals 2020

<table>
<tr><th colspan="3">ENGLISH</th></tr>
<tr><th>Speaking and Listening</th><th>Reading and Viewing</th><th>Writing and Representing</th></tr>
<tr>
<td>Students will listen to the teacher read to them. They will engage in listening to and talking about ideas that relate to the text. They will also participate in class debating, discussions, presentations and how they can refine their ideas when they create arguments

Student Learning Goals: I can
• Contribute to discussions.
• Asks questions to clarify meaning.
• Listen attentively by making appropriate responses to what others say and constructively build on the ideas of others.
• Plan, rehearse and deliver speeches on a specific topic.</td>
<td>Students will engage in modelled, guided, independent reading and viewing of rich texts and quality literature. The learning will be driven by a study of a number of texts with a focus on visual literacy and comprehension strategies.
Student Learning Goals: I can
• Read short novels
• Blend sounds and digraphs together make words
• Identify diagraphs when reading
• Segment sounds in a word
• Identify incorrect words and use different strategies to correct the word.</td>
<td>Students will develop their skills when writing imaginative, persuasive and informative texts using various programs. They will learn to compose, edit and present well-structured and coherent texts.
Student Learning Goals: I can
• Write simple, compound and complex sentences using the correct grammar.
• Write well-structured and detailed texts using a range of descriptive devices and language features.
• Write a well-structured imaginative, persuasive and informative text.</td>
</tr>
<tr><th>Grammar, Punctuation and Vocabulary</th><th>Spelling</th><th>Reflecting on Learning</th></tr>
<tr>
<td>Students will learn about grammar, punctuation and vocabulary to improve their understanding of texts and build their capacity to compose well-structured texts.

Student Learning Goals: I can
• Understand that paragraphs are a key organisational feature of written texts.
• Use simple punctuation correctly.
• Produce a range of grammatically accurate sentences.
• Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs.
• Use expanded vocabulary by drawing on a combination of known and new topic knowledge.</td>
<td>Students will build their spelling knowledge and strategies to accurately spell familiar and unfamiliar words.

Student Learning Goals: I can
• Understand how accurate spelling supports the reader to read fluently and interpret written texts.
• Build on base words using the correct spelling rules.
• Pronounce sounds and graphemes correctly.
• Understand the origin and meanings of words have histories and change over time.
• Recognise misspelt words in my own writing</td>
<td>In all areas of English learning, students will be encouraged to recognise, assess and reflect on their strengths as a learner.
Student Learning Goals: I can
• Understand the difference between the way I learn and the way others learn.
• Reflect on my own learning achievements against specific criteria.
• Know my roles and responsibilities when working as a member of a group
• Work collaboratively with my peers.</td>
</tr>
</table>

MATHEMATICS		
CONTENT	**Beginning Stage 2** ***Student Learning Goals*** ***I can:***	**Mid Stage 2** ***Student Learning Goals*** ***I can:***
Whole Number	• Represent numbers of up to four digits using objects, words, numerals and digital displays. • Make the largest and smallest number from four given digits. • Identify the number before and after a given two-, three- or four-digit number. • Counts forwards and backwards by tens and hundreds on and off the decade. • Arrange numbers of up to four digits in ascending and descending order. • Use place value to partition numbers of up to four digits. • State the 'place value' of digits in numbers of up to four digits. • Record numbers of up to four digits using place value. • Partition numbers of up to four digits in non-standard forms.	• Apply an understanding of place value to read write numbers of up to five digits. • Arrange numbers of up to five digits in ascending and descending order • State the 'place value' of digits in numbers of up to five digits. • Use place value to partition numbers of up to five digits and recognises that this is expanded notation. • Partition numbers in non-standard numbers of up to five digits.
Addition and Subtraction	• Add three or more single digit numbers • Model and apply the associative property of addition to aide mental computation. • Apply known single- digit addition and subtraction facts to mental strategies for addition and subtraction of two-, three- and four-digit numbers. • Record number sentences in a variety of ways using drawings, words, numerals and mathematical symbols. • Select, use and record a variety of mental strategies to solve addition and subtraction problems, including word problems, with numbers of up to four-digits.	• Select, use and record a variety of mental strategies to solve addition and subtraction problems, including word problems, with numbers up to and including five-digits.
Multiplication and Division	• Count by twos, threes, fives and tens using skip counting. • Use mental strategies to recall multiplication facts of ten. • Apply the inverse relationship of multiplication and division to justify answers. • Describe methods used in solving multiplication problems.	• Count by fours, sixes, sevens, eights and nines using skip counting. • Use mental strategies to recall multiplication facts to at least 10 x 10. • Relate multiplication facts to their inverse division facts. •
Patterns and Algebra	• Identify and describe patterns when counting forwards or backwards by tens and hundreds. • Identify even and odd numbers of up to four digits.	• Investigate visual number patterns on a number chart.

Volume & Capacity	• Recognises the need for formal units to measure volume and capacity. • Use the litre as a unit to measure volumes and capacities to the nearest litre • Record volumes and capacities using the abbreviation for Litres (L) • Estimate the capacity of a container in litres and check by measuring.	• Recognise that there are 1000 millilitres in one litre • Record volumes and capacities using the abbreviation for millilitres (mL) • Convert between millilitres and litres.
Angles	• Identify angles with two arms in practical situations. • Recognise that the length of the arm does not affect the size of the angle. • Compare angles directly	• Create symmetrical patterns, designs pictures and shapes by translating, reflecting and rotating. • Create, draw and classify angles of various sizes.
Time	• Tell time to the minute. • Investigate the relationship between units of time. • Record in words various times shown on analogue and digital clocks.	• Converts between units of time. • Record digital time using the correct notation, including am and pm.
Data	• Construct vertical and horizontal column graphs and picture graphs that represent data using one-to-one correspondence. • Describe and interpret information presented in simple tables, column and picture graphs.	• Construct suitable data displays, from given or collected data, where one picture can represent many data values.
Chance	• Predict and list all possible outcomes in a chance experiment. • Keep a tally and graph the results of a chance experiment.	• Describe possible everyday events and order their chances of occurring • Compare the chance of events using more likely or less likely.

HISTORY	**SCIENCE & TECHNOLOGY/HISTORY/GEOGRAPHY**
Unit: Game of Life Students will learn about how individuals contribute to changes in the local community over time ***Student Learning Goals: I can*** • Understand how our identities shape us as a person • Recognise how my identity is formed by many things including family and culture • Be respectful towards other people's cultural and beliefs	**Unit: Into the Unknown** Students will consider changes in their life in the context of our history. They will be motivated by people who shaped the global world and apply the lessons that they learnt from explorers in their lives. Students will respect the importance and origins of commemorations in Australia and around the world they will develop an ability to interpret and present information to peers. ***Student Learning Goals: I can*** • recognise change over time in the local community. • understand the significance of celebrations and symbols in Australia and around the world. • use a timeline to sequence important events. • identify explorers who changed the world during the 'Age of Exploration'.

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Personal Development and Health
Unit: Game of Life

Students will learn about the importance of building upon their resilience to help make them feel comfortable and safe in different situations. They will learn which health messages in the media are safe to trust and how to say no when someone is pressuring them.

Student Learning Goals: I can

- Identify which health messages to trust in the media
- Participate in regular exercise to help lead an active life
- Use different strategies to manage change in my identity
- Recognise and manage challenging situations
- Implement strategies to say no when feeling pressured

Physical Education

Through participation in a range of activities, structured games and sports, students demonstrate the application of movement skills with increasing confidence and precision. They create and perform movement sequences with control and coordination, demonstrating cooperative effort in a range of games. Students will have opportunities to represent their school in PSSA and also take part in the Sporting Schools initiative. Sports such as Golf, AFL, Netball and Basketball will be offered.

Student Learning Goals: I can

- Participate in physical activity programs based on personal goals.
- Participate in games and sports combining strategy, teamwork, movement skill and fair play.
- Combines a series of skills for the use of a game.
- Develop strategies for effective teamwork.

CREATIVE ARTS

Visual Arts

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Student Learning Goals: I can

- recognise and apply making and appreciating within my art.
- associate emotions/ feelings with specific colours.
- understand and explain art elements

Music

Students will perform, organise sound and listen to music. They will sing, play and move to a range of music, demonstrating a basic knowledge of musical concepts. Students learn to improvise musical phrases and explain reasons for choices.

Student Learning Goals: I can

- Listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts.
- Sing, play and move to a range of music, individually and in groups.
- Identify the use of musical concepts and symbols in a range of musical styles.