Exploring the impact of changing technology on people’s lives

In this unit, students will investigate the following question: How have changes in technology shaped our daily life?

In this unit students examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people’s lives. The content provides opportunities to develop historical understandings through the key concepts of continuity and change, and cause and effect. It will also develop student capacity to pose questions about sources such as artefacts, and to compare and sequence objects from the past and the present.

Assessment Summary
The assessment for this unit is a collection of work. Students will pose questions about objects from the past and present, to compare and sequence objects and identify changes and continuities in one aspect of daily life over time.

Unit 1 - Media Arts Family stories
In this unit students will explore characters and settings in media artworks inspired by a family story. They will:
- understand representation and story principles including: structure, character and settings
- develop technologies including: photography, downloading from the internet, uploading files and creating slideshows
- explore composition, sound and audience
- communicate about media artworks.

Assessment Summary
- Collection of Work - Family stories.
Assessment purpose - To explore characters and settings in media artworks inspired by a family story.

As well as our Positive Behaviour lessons each week we will also be visiting the new health curriculum, starting with

**My classroom is healthy safe and fun.**

**Term 3**

**Our culture**

In this unit, students explore what shapes their own, their family and classroom’s identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other’s similarities and differences.

**Assessment Summary** - Our culture

**Purpose of assessment** To recognise diversity and how it contributes to identities.

**General reminders** –
Monday – Library and Parade
Tuesday – Music
Wednesday – return homework
Thursday – Homework comes home, banking day if your child participates
Friday – PE and Tuckshop

Please ensure your child has all of their learning resources ready to go from the start of the term. This term we will be doing a lot of creating and designing on the computers – therefore it is extremely important that all of the students have their own USB. If your child still requires one can you please purchase this as soon as possible.

**Look at for a note** soon requesting a number of photos scanned or digital photos placed on their USB for these projects and also a baby photo for our wall display.

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**Delaneys Creek State School**

**2S**

**MONSTERS**

What does Term 3 have in stall for us?

Welcome back to term 3 and welcome to our new families joining us.

This term will see us participating in:
- Parent teacher meetings,
- 18/07/16 Delaneys Got Talent Nominations
- Historical Village Excursion
- 29/07/16 School Tree Day Parent Session TOPS 2.30pm
- 01/08/16 Delaneys Got Talent Nominations Close
- Monday 8th Aug EKKA Shire Public Holiday
- 20/8/16 Yr 6 Grad Trivia Night
- Science Day

just to name a few.

Keep your eyes on the school newsletter to keep up to date with what is happening around the school at Delaneys Creek.

Thank you Ms Kylie

Tel: 0754346333

Absence line: (07) 5434 6366
Unit 5
Exploring procedural text
In this unit students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.
Assessment Summary
• Monitoring - Multimodal procedure
• Monitoring – Reading comprehension

Unit 6
Exploring informative texts
In this unit, students read, view and listen to a range of stories to create an informative text about an event in a literary text.
Assessment Summary
• Short answer questions – Reading comprehension – Comparing informative and narrative texts
• Written - Writing an informative text

Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

Unit 5
• Number and place value - Investigating numbers beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers
• Fractions and decimals - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems
• Using units of measurement - compare and order objects, and measure length, area and capacity using informal units
• Location and transformation - describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.

Unit 6
Number and place value
count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, count large collections

Money and financial mathematics
• Money and financial mathematics - count collections of coins and notes, make money amounts, read and write money amounts, compare money amounts
Using units of measurement (Time)
• Using units of measurement - identify purposes for calendars, explore seasons and calendars

Assessment Summary
• There are two summative assessments in this unit:
  Secret number. The purpose is for students to represent and reason about three-digit whole numbers.
  Money and calendars. The purpose is for students to associate collections of Australian coins with their value and use a calendar to identify dates and the months included in the seasons.

Unit 3 - Good to grow
In this unit, students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.

Assessment Summary
Assignment/Project - How does it grow?)
• Monitoring - Animal life stages • Plant life stages • - Using life stages

Unit 2 - Design and Technologies
The suggested partner unit for this Design and Technologies unit is • Science Year 2
Unit 3 - Good to grow
Grow, grow, grow
In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described.

Assessment • Assignment/Project - Grow, grow, grow: Project folio
Purpose of assessment To describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.