

HOW WE EXPRESS OURSELVES

Central idea

Artists can utilise their knowledge of scientific principles to express ideas and feelings.

Lines of inquiry

- Experiences can be multisensory
- How light and sound are produced and sensed
- Creative expression using light and sound



Key Concepts

- Form
(What is it like?)
- Function
(How does it work?)
- Reflection
(How do we know?)

Numeracy

In Numeracy, Grade 2 will begin exploring the connection between addition and subtraction. We will be looking at the symbols that are used for addition and subtraction, and how they are used in number sentences. They will develop a firm understanding that addition results in more, and subtraction results in less. For counting, students will be practising skip counting by 2's, 5s, and 10's from any point, and will skip count by 3's from zero.

Reading

During this unit, students will be exploring a variety of non-fiction and explanation texts. They will develop their understanding of various features of non-fiction texts which will support their comprehension and research skills. Students will practise summarising both fiction and non-fiction which will allow them to identify key information in the texts they read.

Writing

For this unit students will use explanation texts to explain how and why things happen the way that they do. They will be investigating the ways that light and sound can be used to convey thoughts and feelings. Students will then learn to document this process through questioning and planning, then recording their findings.

Transdisciplinary theme

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Skills:

Non-verbal communication skills & Viewing

Leaner Profiles:

Knowledgeable & Communicators

Attitudes:

Appreciation & Creativity

Who We are Reflection

During this unit of inquiry, the students developed various skills whilst exploring the Central Idea. They used the skill of recording to gather information, after they formulated questions about their curiosities. Students respected others when learning about community, identity, diversity and inclusion.

The students made personal connections to the unit by bringing in artefacts that are important to them. They showed confidence and enthusiasm when presenting to the class about why their artefacts are special to them, and how it contributes to shaping their identity.

The students explored various communities and how these communities promote inclusion. They reflected on communities which they are a part of, for example, the school community, sports communities, social communities and more.

The students were encouraged to come up with tensions and wonderings, which they wanted to investigate. They gathered information about their tensions, through interviewing people, reading various texts and using resources displayed around the room. The students went through the writing process, by planning, drafting, editing and publishing their work.

The students were encouraged to choose how they wanted to present their research findings, for example, using posters, brochures and booklets. They utilised many skills in order to complete their inquiry projects such as brainstorming, mind mapping, communicating and planning. They proudly showed off their work to parents and friends at the Celebration of Learning.

To take action for the unit, the students want to continue to create an inclusive environment, not just in the classrooms and school community, but in all communities which they belong to. Some students are looking into starting a friendship club, for any students who want to make new friends.