

TERM 1 2026 YEAR TWO OVERVIEW



ENGLISH

Welcome to Term 1! As you read this overview, you will see that we have a busy yet fun-filled term ahead. This overview outlines what your children will be learning in Year 2 during Term 1.

If you have any queries or concerns, please contact your classroom teacher via email or Seesaw. Please also take note of our school's Term 1 calendar, which is available on the school website.

Warm regards,

Miss Natalie Guagliardo & Mrs. Alicia Travis

This Overview is subject to change based on school factors and the needs and abilities of the class

RELIGION

Unit 2.1 - Church

- Church is a special place for God's family to gather and celebrate in
- God's family, the Church, are called together to pray and live as Jesus taught

Unit 2.2 Lent / Easter

- Lent is a time for people to remember stories about Jesus in preparation for the celebration of Easter
- At Easter, people celebrate that Jesus rose from the dead and that by his birth, life and resurrection, he brings new life

Language

- Create short imaginative texts
- Use phoneme-grapheme (sound-letter/s) relationships and patterns,
- When blending and segmenting to read and write words of one or more syllables
- Understand that a sound can be represented by various letter combinations
- Use knowledge of letter patterns and morphemes to read and write high-frequency
- Words and words whose spelling is not predictable from their sounds
- Write legibly and with growing fluency using unjoined upper case and lower-case letters

Literature

- Identify how similar topics and information are presented in different types of texts
- Build morphemic word families using knowledge of prefixes and suffixes
- Identify the purpose and audience of informative texts
- Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing persuasive texts and narrative

Literacy

- Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes
- Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words
- Writing: Taught through the SRSD (Self-Regulated Strategy Development) program. A new program being implemented across the school this year.
- Write words legibly and with growing fluency using unjoined lower- and upper-case letters

MATHEMATICS

Number & Algebra

- Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0-99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point.
- Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern.
- Recall addition and subtraction facts to 20.
- Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols.

Measurement & Geometry

- Identify the date and determine the duration between two events in days using a calendar.

Statistics & Probability

- Choose and answer questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs.
- Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs.

HASS – HISTORY

As part of the Year 2 HASS (History) curriculum, students will be learning about important local historical sites, including the Round House, Fremantle Prison, Samson House, and Monument Hill. Through these places, students will explore how our local community has changed over time and why these sites are significant to Western Australia's history.

Knowledge and Understanding

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.
- The importance today of an historical site or place and why it has heritage significance and cultural values for present generations.

Humanities and Social Sciences Skills

- Process information and/or data collected.
- Explore and discuss points of view.
- Present findings in a range of communication forms, using relevant terms.

DIGITAL TECHNOLOGIES

- Data can have patterns and may be represented as diagrams, symbols, numbers and words.
- Create an algorithm (sequence of steps) including decisions made by the user.
- Follow algorithms (sequence of steps) including decisions made by the user.
- Explore ideas and design opportunities for a known user.

SCIENCE

This term, Year 2 students will learn about the properties of materials and how materials can be physically changed without changing their inherent properties. They will apply this knowledge to design and will make a 3D sculpture using repurposed everyday materials.

MUSIC

Students follow the Kodaly methodology through a collection of songs, games, and movements from around the world to learn the elements listed:

- Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas.
- Development and consolidation of aural and theory skills by exploring pitch – soh, mi and lah; and rhythm – ta, tete and za.
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique).

HEALTH

WA Curriculum Health Descriptors:

- Strategies to use when help is needed, for example procedure and practice for dialing 000 in an emergency.
- Ways to interpret the feelings of others in different situations, such as facial expressions and body language.

Protective Behaviours:

- Focus Area 1: The Right to be safe (Feelings, Being Safe, Warning signs, Risk-Taking and emergencies).

Highway Heroes

- Module 2: Connecting 4 Friendships; Playground Resilience & Wisdom.

PHYSICAL EDUCATION



Body Management Skills:

- Upper body strength

Locomotor skills:

- Jumping for distance
- Dodging

Object Control Skills:

- Dribbling, chest and bounce passing a playball, and shooting for goal on low nets.

Positive choices when participating in all activities and importance of rules and fair play:

- Winning and losing
- Encouraging peers

Fundamental movement skills involving control of objects and simple games that use a combination of movement skills:

- Dog and Bone
- Golden Child
- Titanic
- Keepy off - moving to a space to receive the ball.

Alternatives and their effectiveness when solving movement challenges:

- Gaining possession of ball and scoring in basketball. Trying out different positions on court.

VISUAL ART

Students will:

- Build on the dispositions developed in the early years and explore how communicating ideas may be used to create artwork.
- Focus on the Visual Art elements of colour, line, shape and texture, and are introduced to contemporary West Australian artist Emma Blyth and her whimsical artworks.
- Be inspired by Emma Blyth's art style to create a colourful native Australian bird artwork with an emphasis on mark making techniques.
- Respond to their artwork and identify how they have used the Visual Art elements to communicate an idea.

AUSLAN

This term builds strong foundations in Auslan by establishing routines, basic language patterns, and respectful communication.

- Use Auslan for greetings, classroom language, emotions, routines, and Easter.
- Practise watching the signer, taking turns, and combining simple signs.
- Develop confidence and positive communication habits.