



Year Two

OVERVIEW

Term 2, 2026



Teacher's Note

Dear Parents and Families,

Welcome to Term Two! We're looking forward to a busy and fun-filled term ahead. This overview will give you a snapshot of what your children will be learning in Year Two this term.

Warm regards,
Miss Natalie Guagliardo and Mrs. Alicia Travis
Year 2 Classroom Teachers

Religious Education

Unit 2.3 - Confirmation

- People show love when they want what is good for others.
- Jesus promised the Holy Spirit.
- The Holy Spirit helps people to understand and live as Jesus taught.
- Christians receive the Holy Spirit through the Seven Sacraments.
- People strengthened by the Holy Spirit show love to others.

Unit 2.4 Eucharist

- People show love for others.
- Jesus showed love to all.
- Jesus is always present with his followers.
- The priest has a special role in the celebration of the Eucharist. • Through the Eucharist people carry Jesus in their hearts to show love for others.

English

As part of the Year 2 English program, students will continue to develop their skills in reading, writing, speaking, and listening. Through a range of engaging texts and learning experiences, students will build confidence in understanding and creating different types of texts. They will be supported to use a variety of strategies to read, spell, and comprehend words, while also expressing their ideas clearly for different purposes and audiences.

Language

- Students learn that different types of texts (like stories, information books, and websites) are organised in different ways depending on their purpose.
- They practise finding information in books and online by using things like contents pages, indexes, menus, and links.
- Children begin to choose words more carefully to match what they are writing about and who they are writing for.
- Students develop their reading and spelling by learning how sounds match with letters and letter patterns. They practise blending sounds together to read words and breaking words apart to spell them, including longer words.
- They also learn that the same sound can be written in different ways (for example, "ay", "ai", "a_e").
- Students use their knowledge of common letter patterns and word parts (like prefixes and suffixes) to help read and spell frequently used words, including those that don't always follow regular spelling rules.

English

Literacy

- Identify how similar topics and information are presented in different types of texts.
- Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions.
- 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.

Literature

- Students explore how the same topic can be presented in different ways across different types of texts.
- They learn how adding prefixes and suffixes changes word meanings and helps build word families.
- Children identify the purpose of informative texts and who they are written for.
- They listen to and work with a variety of texts such as stories, poems, songs, rhymes, and chants, noticing patterns in sounds and rhythm, and trying these out in their own work.
- Students use a range of comprehension strategies when listening to, reading, and viewing texts. These include imagining, predicting, making connections, summarising, checking their understanding, and asking questions.



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Mathematics



As part of the Year 2 Mathematics program, students will continue to develop their understanding of number, patterns, measurement, and data through engaging, hands-on learning experiences. They will build confidence in applying mathematical skills to real-life situations, using a range of strategies to solve problems and explain their thinking. Students will also be encouraged to communicate their ideas using appropriate mathematical language and representations.

Number and 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.
- Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols.
- Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols.
- Recall addition and subtraction facts to 20.
- Add and subtract one- and two-digit numbers, using a range of strategies.
- Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context.

Measurement & Geometry

- Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language.
- Locate positions and pathways on simple maps of familiar locations.

Statistics & Probability

- Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs.
- 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.

HASS (History)

As part of the Year 2 Humanities and Social Sciences (HASS) program, students will be learning about important places in our local area and why they matter. This includes an exciting excursion to the WA Shipwrecks Museum, where students will discover stories from the past and learn how these events have shaped Western Australia.

Students will also explore the significance of natural and cultural places such as Kings Park. They will learn about its historical importance, including its meaning to Aboriginal and Torres Strait Islander peoples, as well as its role in our community today.

Through these learning experiences, students will begin to understand how our local community has changed over time and why certain places are important to Western Australia's history.

What students will learn:

- The history of an important person, place, or natural site in our local community, and what it can tell us about the past
- Why certain places are still important today, including their cultural and heritage value

Skills students will develop:

- Collecting and making sense of information
- Sharing and discussing different ideas and perspectives
- Presenting their learning in a variety of ways using appropriate vocabulary
- Writing informative texts using our structured writing program (SRSD), supported by the TIDE planning framework.

Digital Technologies

As part of the Year 2 Digital Technologies program, students will learn how digital systems are used in everyday life and how to use them safely and purposefully. This includes exploring different hardware and software, and how they work together to complete tasks.

Students will also learn how to use digital platforms safely by understanding what personal information can be shared and with whom. They will practise independently accessing their school accounts using their username and password, and logging out responsibly.

Throughout the unit, students will create and follow simple algorithms (step-by-step instructions), including making decisions within those steps, and design simple digital solutions for a specific purpose or user.

What students will learn:

- How digital systems (hardware and software) are used for different purposes.
- How to safely share personal information using trusted platforms.
- How to create and follow simple algorithms with decisions.

Skills students will develop:

- Logging in and out of their school accounts independently.
- Thinking logically and sequencing steps.
- Designing and creating simple solutions for a specific user or purpose.
- Sharing and explaining their ideas using appropriate vocabulary.



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The Arts: Music

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

- Development and consolidation of aural and theory skills by exploring the elements of music, including:
 - rhythm (experience and identify time signatures 2/4, 3/4; use bar lines as a division for beats; terminology and notation for minim minim*).
 - tempo (changing tempos).
 - dynamics (getting louder, getting softer, very soft (pp) and very loud (ff)).
 - form (introduction, verse, chorus rounds and ostinato).
 - timbre (detached and smooth).
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique).

Science

This term in Biological Science, the Year 2 students will be using direct observations to gather information, describe and make comparisons of the way living things, including themselves, grow and change over time.

Auslan

This term develops students' ability to communicate about daily life by expanding vocabulary related to food, routines, community, and preferences.

- Use Auslan to describe meals, snacks, places, and transport.
- Practise making choices and expressing likes and dislikes.
- Build confidence in combining signs and maintaining clear visual communication.

Physical Education

This Term the Year Two children will be participating in the school cross country carnival in week 4 and participating in a touch rugby clinic run by Touch Football WA.

Movement skills

- Body Management:
 - Forward roll.
- Locomotor:
 - Jumping for height.
 - Side gallop.
- Object Control:
 - Ball bounce and catch.

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

- Playing new games (Touch Football).
- Changing rules in familiar games.

Understanding Movement

- Physical, mental and emotional responses to physical activity.
- Physical changes to the body when exercising (increased heart rate, breathing, sweating)
- Importance of rules and fair play.
- Interpersonal skills.
- Positive choices when participating in group activities.
- Dealing with winning and losing.



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The Arts: Visual Arts

Students continue to explore how communicating their ideas may be used to create artwork.

The Term Two project focuses on the Visual Art elements of line, shape and texture (using different man-made and natural materials) with a project on endangered animals. Students will be introduced to contemporary British artist Clare Youngs and her printed collage artworks. Using her unique art style as inspiration, students will create an original printmaking artwork with an emphasis on mark making techniques. Students continue to respond to their artwork and identify how they have used the Visual Art elements to communicate an idea.

Health

WA Curriculum Health Descriptors:

- *Ways to interpret the feelings of others in different situations, such as facial expressions and body language.*
- *Strategies to use when help is needed, for example: locating safety houses and trusted networks in the local community.*

Protective Behaviours:

- *Focus Area 2: Relationships (Rights and Responsibilities, Identity and Relationships, Power in Relationships and Trusted Networks).*

Highway Heroes:

- *Module 1: Sticking Up 4 Me; Beating Bullying & Taming Teasing.*