



Year 2 Overview

Term 2, 2025

A Message from Your Teachers

Dear Parents and Families,

Welcome to Term 2! As you read this overview, you will learn that we have a very busy yet fun-filled term ahead of us! In this overview, you will find information about what your children will be learning in Year 2, in Term 2.

If you have any queries or concerns, please contact your classroom teacher via email or seesaw.

Warm regards,
Miss Teoni Zugaro and Miss Olivia Purtell
Year 2 Teachers

Religion

Unit 2.3 - Confirmation

- People show love when they want what is good for others
- 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

Literacy

- Plan, create and edit short informative and persuasive written texts
- Use phoneme-grapheme (sound-letter) 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
- Identify features of literary texts, such as characters, events and settings
- 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
- Write legibly and with growing fluency using unjoined upper case and lower-case letters

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

Numeracy

Number and Algebra

- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences
- Explore the connection between addition and subtraction

Measurement and Geometry

- Tell time to the quarter-hour, using the language of 'past' and 'to'

Statistics and Probability

- Create displays of data using lists, table and picture graphs and interpret them
- Collect, check and classify data

HASS

History

- Identify 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
- Recognise the importance a historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)
- The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today

Humanities and Social Sciences Skills

- Represent collected information and/or data into different formats
- Draw conclusions based on information and/or data displayed in pictures, texts and maps
- Pose questions about the familiar and unfamiliar
- Present findings in a range of communication forms, using relevant terms

Digital Technologies

Knowledge and Understanding:

- Digital systems (hardware and software) are used for an identified purpose

Processes and production skills:

- Work independently, or collaboratively when required, to organise information and ideas to create and safely share sequenced steps for solutions
- Present data using a variety of digital tools
- Share and publish information in a safe online environment, with known people
- Use components and given equipment to safely make solutions
- Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps

Specialist Learning Areas

Music with Mrs Carroll

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 $\frac{2}{4}$, $\frac{3}{4}$ use bar lines as a division for beats; terminology and notation for \downarrow \downarrow *)
 - **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)

Visual Arts with Mrs D'Angelo

In Visual Arts this term Children will:

- Identify and name primary and secondary colours.
- Combine primary colours to make secondary colours.
- Experiment with making colours lighter and darker by adding black or white.
- Explore contrast in objects that are side by side, applying colour on colour, light against dark colours.
- Decorate shapes and patterns in primary and secondary colours.
- Create artworks in 2D and 3D.
- Develop understanding of lines.
- Represent lines to make patterns.
- Develop artistic skills through experimentation with colour and colour value and line.
- Share personal responses and feelings about artwork they view and make.
- Recognise that lines can change in size, colour and direction.
- Recognise that lines can be 2D or 3D and can be drawn, painted, printed, collaged, sewn, modelled or constructed.
- Share personal responses and feelings about artwork they view and make.
- Develop artistic skills through experimentation with colour and colour value and line.

AUSLAN with Mrs Summers

During Term 2, students will continue to consolidate and build upon the Auslan skills learned in Term 1, with a strong emphasis on non-verbal communication. In addition to reinforcing previous signs, they will be introduced to the Auslan alphabet, with particular focus on this aspect of the language. Students will also learn signs for animals and family members, exploring the different roles within families and how diverse family structures are represented in Auslan. A special cultural focus will be introduced in Week 2, centred around Mother's Day. Students will learn the specific Auslan signs for this celebration and explore how Mother's Day is recognized and celebrated within the community, fostering both cultural appreciation and language development.

Specialist Learning Areas

Physical Education with Ms McLinden

Body Management Skills:

- Balancing on one foot
- Agility activities

Locomotor skills:

- Jumping
- Weaving and running

Object Control Skills:

- Chest passing a playball
- Running with a rugby ball and passing backwards
- Underarm throwing a small ball to a stationary target

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

- Tagging in League Tag
- Underarm throwing

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

- Winning and losing
- Encouraging peers

Alternatives and their effectiveness when solving movement challenges:

- Deciding which opposition player to tag

Science with Mrs Kovacevic

Biological Sciences

This term students will explore how living things grow, change, and have offspring like themselves. Throughout the unit your child will:

- Explore how living things grow and change through different stages, including the life cycles of butterflies, frogs, humans, and mealworms.
- investigate which animals lay eggs and how young animals are alike or different from their parents.

This will be conducted through engaging in hands-on activities such as observing mealworms, building life cycle models, creating digital posters, and using clay and crafts to show student understanding.

Health with Mrs Chapman

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