



Year 2 Overview

- Term 1 2023 -

- A Message from Your Teachers -

Dear Parents and Families,

Welcome to Term One, 2023! We have a very busy, yet fun-filled term ahead of us! In this Overview, you will find information about what your child will be learning in Term One, 2023.

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

With warm regards,
Mrs Sabrina Reardon and Miss Helen King
Year 2 Classroom Teachers

- Upcoming Dates -

Week 4

- 22/2 – Ash Wednesday Mass in the Hall at 9.30am
- 24/2 – P&F Evening on the Green at 6pm

Week 5

- Wellness Week for students and staff – watch this space!

Week 6

- 6/3 - Labour Day: No school for students
- 7/3 - Staff PD Day: No school for students

Week 10

- 5/4 – Parent Teacher Interviews beginning at 12.30pm – 6.00pm. Students finish school at 12pm.
- 6/4 – Holy Thursday: Stations of the Cross
Final day for Students

Mrs Sabrina Reardon

Year 2 Teacher

Monday – Wednesday

sabrina.reardon@cewa.edu.au

Miss Helen King

Year 2 Teacher

Thursday & Friday

helen.king@cewa.edu.au

Learning Areas

- Religion -

Unit 2.1 - CHURCH

- People belong to a family
- Jesus belonged to a family
- The Catholic Church is like a family
- The Church building is a special holy place
- God's family prays together

Unit 2.2 – LENT/EASTER

- * People celebrate important dates and events
- * Lent is a time to prepare for Easter
- * Christians remember the events of Holy Week
- * Christians celebrate Jesus is risen at Easter
- * Christians share the Good News that Jesus is risen

- Literacy -

- Understand that spoken, visual and written forms of language are different modes of communication and their use varies according to the audience, purpose, context and cultural background
- 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
- Read texts with fluency by combining contextual, semantic, grammatical and phonic knowledge meaning, predicting, rereading and self-correcting
- Use comprehension strategies to build literal and inferred meaning
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- Identify, and create sound and word patterns in poems
- Tell News to the whole class on a particular topic and ask questions when needed

- Numeracy -

Number and Algebra

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences
- Explore even and odd numbers
- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Describe patterns with numbers and identify missing elements

Measurement and Geometry

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.
- Comparing masses of objects using balance scales.
- Using measurement vocabulary and direct comparison of measurement.
- Naming the days, months and seasons, including the Noongar seasons.

Learning Areas

- HASS -

History – The Past in the Present

Knowledge and Understanding:

- 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
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

Humanities and Social Sciences Skills:

- Represent collected information and/or data in to 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

- Health -

Protective Behaviours: Focus Area 1- The Right to be Safe

Topics taught: Feelings, Being Safe, Warning Signs and Risk Taking and Emergencies

- Personal strengths and achievements and how they contribute to personal identities
- Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language.
- Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community.

Health Education:

- Students interpret the feelings of others and provide a suitable strategy to respond to them, such as including classmates in activities or games.

- Digital Technologies -

Knowledge and Understanding:

- Presenting data using a variety of digital tools.
- Recognising data can be represented as pictures, drawings and diagram

Processes and Production Skills:

- Sharing and publishing information in a safe, online environment.
- Drawing conclusions from data.

Specialist Learning Areas

- Music -

with Miss Paratore

- Develop and consolidate oral and theory skills by exploring the element of music including rhythm, pitch, form, timbre (sound qualities of instruments; matching different sounds to specific instruments), texture to create music.
- Develop performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique).
- Explore and experiment with the elements of music through movement, body percussion, singing and playing instruments to create music ideas. Demonstrate audience behaviour (responding appropriately in a given context).

- Visual Art -

with Mrs D'Angelo

COLOUR AND COLOUR VALUE : Primary colours are red, yellow and blue

- Colours can be combined to make secondary colours
- Colours can get darker or lighter by adding black or white
- Colours can explore contrast in objects that are side by side, applying colour on colour, light against dark colours.

- Science -

with Mrs Hughes

- Gain a greater understanding of the fact that a push or a pull affects how an object moves or changes shape.
- Explore how different strengths of pushes and pulls affect the movement of objects.
- Analyse ways objects move on land, through water or in the air.
- Identify gravity as a force that acts on objects and explore how pushing and pulling can change the shape of an object.

- Physical Education -

with Ms McLinden

- Object Control Skills: • dribbling, chest and bounce passing a playball, and shooting for goal on low nets
- Fundamental movement skills involving control of objects and simple games that use a combination of movement skills: • Dog and Bone • Golden Child • Titanic
- Positive choices when participating in all activities and importance of rules and fair play: • Winning and losing and encouraging peers
- Alternatives and their effectiveness when solving movement challenges: • Gaining possession of ball and scoring in basketball. • Trying out different positions on court

- Italian -

with Mr Desiati

- Say some greetings in Italian
- Learn how to introduce themselves 'I am...- lo sono' and answer to the questions 'Who are you? - Chi sei tu?' and 'How are you? - Come stai?'
- Launch of the topic of the year: Mode of Transport and the Italian Regions
- Learn the colours and numbers up to 50
- Be able to recognise and start to write and use Italian adjectives
- Learn about Easter and Carnevale in Italy