

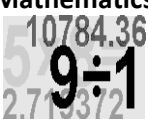







# Year Two Curriculum Overview – Term 1, 2024

Below is a summary of the content to be covered in each Key Learning Area in Term 1.

<div>Religious Education</div> <div></div>	<p>The children will continue to experience Religious Education through the implementation of the new curriculum by inspiring their hearts and minds to know Christ and love learning through discovery. The children will;</p> <ul style="list-style-type: none"><li>- come to know and understand prayer is about loving, speaking, listening, and singing to God.</li><li>- engage in the different components of the Religious Education session with reverence and grace.</li><li>- express their understanding of scripture through words and actions.</li><li>- make connections between Jesus, scripture, liturgy, and prayer in their life.</li></ul> <table><tr><td>Week 1: Setting Up Procedures</td><td>Week 6: The Good Shepherd and the Wolf</td></tr><tr><td>Week 2: Lent - Ash Wednesday (14<sup>th</sup> February) - The Mystery of Life and Death</td><td>Week 7: St Joseph (19<sup>th</sup> March)</td></tr><tr><td>Week 3: Revisiting works from last year.</td><td>Week 8: The Last Supper</td></tr><tr><td>Week 4: Revisiting works from last year.</td><td>Week 9: The Empty Tomb</td></tr><tr><td>Week 5: City of Jerusalem</td><td>Week 10: Spreading the Light</td></tr></table>	Week 1: Setting Up Procedures	Week 6: The Good Shepherd and the Wolf	Week 2: Lent - Ash Wednesday (14 <sup>th</sup> February) - The Mystery of Life and Death	Week 7: St Joseph (19 <sup>th</sup> March)	Week 3: Revisiting works from last year.	Week 8: The Last Supper	Week 4: Revisiting works from last year.	Week 9: The Empty Tomb	Week 5: City of Jerusalem	Week 10: Spreading the Light
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<div>English</div> <div></div>	<p>Throughout the Literacy block, students will be focusing on developing their oral language, vocabulary, phonetic knowledge, reading fluency, reading comprehension, spelling, reading, and understanding literature, creating written texts, and handwriting.</p> <p>Students will continue to follow Heggerty's and Sounds Write programs to foster and enhance phonemic and phonetic awareness and reading skills that can transfer to their spelling. The students will participate in a variety of independent, group and whole class activities to assist in developing their skills and knowledge. The focus in the following areas will be:</p> <p><b>Reading:</b> Explicit phonics, fluency and phrasing, decoding and blending strategies, and comprehension strategies.</p> <p><b>Writing:</b> Creating imaginative texts through sentences with a focus on grammar, punctuation, spelling, handwriting, and generating ideas.</p> <p><b>Speaking and Listening:</b> Integrated through short presentations to the class from findings and research in inquiry learning and reading program with a focus on the we are ‘communicators’ learning asset.</p> <p><b>Modelled Reading:</b> The 13 Storey Treehouse by Andy Griffiths.</p>										
<div>Mathematics</div> <div></div>	<table><tr><td><b>Big Idea</b></td><td><b>Outcomes</b></td></tr><tr><td>Throughout Weeks 0-6, the students will explore the big idea that <b><u>collections of ten are really useful.</u></b></td><td><b>Working mathematically</b> <b>Number and Algebra</b> <i>Representing whole numbers</i> <i>Combining and separating quantities</i> <i>Forming Groups</i> <b>Statistics and Probability</b> <i>Data</i></td></tr><tr><td>During weeks 7-10, the students will explore the concept that <b>new shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes</b></td><td><b>Working Mathematically</b> <b>Measurement and Space</b> <i>2D Spatial structure</i> <i>3D Spatial structure</i> <i>Geometric measure</i> <b>Number and Algebra</b> <i>Representing whole number</i> <i>Combining and separating quantities</i></td></tr></table>	<b>Big Idea</b>	<b>Outcomes</b>	Throughout Weeks 0-6, the students will explore the big idea that <b><u>collections of ten are really useful.</u></b>	<b>Working mathematically</b> <b>Number and Algebra</b> <i>Representing whole numbers</i> <i>Combining and separating quantities</i> <i>Forming Groups</i> <b>Statistics and Probability</b> <i>Data</i>	During weeks 7-10, the students will explore the concept that <b>new shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes</b>	<b>Working Mathematically</b> <b>Measurement and Space</b> <i>2D Spatial structure</i> <i>3D Spatial structure</i> <i>Geometric measure</i> <b>Number and Algebra</b> <i>Representing whole number</i> <i>Combining and separating quantities</i>				
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<div>History</div> <div></div>	<p>Students in Year 2 will be exploring the past through their inquiry question on <b><i>How is my family similar and different from my ancestors?</i></b></p> <p>Students will learn about the differences in technology, housing, transportation, education, and families today, and how these have changed or remained the same over time. Students will develop a variety of learning assist that can be transferred to all aspects of their learning.</p>										
<div>PDHPE</div> <div></div>	<p><b>PERSONAL DEVELOPMENT/HEALTH:</b></p> <p>The unit this term will be continuing to focus on the social &amp; emotional program called Second Step. Second Step teaches skills in four areas: <i>skills for learning, empathy, emotion management and problem solving</i>. It also has home activities which reinforce topics we have been discussing at school. Students will receive this homework every second week of term.</p> <p><b>Sport</b></p> <p>We will be participating in a well-balanced PE program that will promote the children’s gross motor skills as well as skills in particular sports. This will include:</p> <table><tr><td>• Cross Country</td><td>• Field Events Day</td><td>• Athletics Carnival</td></tr></table>	• Cross Country	• Field Events Day	• Athletics Carnival							
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<div>Creative Arts</div> <div></div>	<p><b>Places and Spaces</b></p> <p>Throughout this unit students will learn the techniques needed to create artworks depicting old days with comparison to now. They will appreciate the differences in lifestyle. Students will be introduced to old photography and fans.</p> <p><b>Forms:</b> Drawing and painting</p> <p><b>Focus artist:</b> Richard Dadd and Vincent Van Gogh</p> <p><b>Dance, Drama and Music</b> will be taught by Mrs Jannette Whyte</p>										

## Specialist classes and Sport days

<u>Gold class</u>		<u>Wednesday</u> Sport	<u>Thursday</u> Creative Arts, Japanese, Library	<u>Friday</u> Sport
<u>Blue Class</u>	<u>Tuesday</u> Library	<u>Wednesday</u> Sport	<u>Thursday</u> Creative Arts, Japanese	<u>Friday</u> Sport

**Communication with teacher** - Diaries come to and from school each day and are the main communication tool between parents/families and the teacher. Please write notes for the teacher in the diary including reading, homework, changes to afternoon routine, questions or things that may be affecting your child that we may need to know - we are also happy to meet in person as required. Please remind your child if they do have a note written in the diary. Diaries will be checked on Friday's. You can also contact the teachers by emailing the school [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au). Please write the teacher's name and class in the subject. As part of the whole school policy, parents are asked not to email the teachers directly. For emergencies or late minute changes to routines, please contact the office to ensure that the message gets to us in time of afternoon pick up!

### Compulsory Homework

- **Reading** - Home reading books will be sent home each day and are to be **returned each day** as reading is conducted daily and class tasks are based on this book. The recommended time for Year 2 reading is 10-20 minutes per day. Please note what your child has read in their diaries which will be sent home in their folder. It is also important to make sure you also read to your child so that they are exposed to rich literature and vocabulary that they may not be able to read.
- **Second Steps** – Each fortnight, the students will be sent home with a short Second Step homework task. We ask that you complete this together and return to school. By working together, we can help develop the important skills they learn at school during our PDH lessons.

### Optional Homework

- **WUSHKA** – The students have access to this additional reading resource which can be fabulous when you would like to read another book that is at their level.
- **Study ladder** – Study ladder has a range of literacy and numeracy activities that the students can play to help consolidate their learning. This is a great choice if you would like your child to do some time for extra practise in a fun way.
- Logins and Passwords to both of these will be sent home shortly.

## IMPORTANT DATES

<b>Wed 13/2</b>	Shrove Tuesday: Pancakes at recess
<b>Wed 14/2</b>	Opening school & Ash Wednesday Mass @ 9:30 in the hall.
<b>Fri 1/3</b>	Cross Country Carnival
<b>Mon 4/3</b>	Goal setting meetings (All week)
<b>Mon 18/3</b>	Year 2 Parish Mass @ 9:15 at St Cecilia's Church
<b>Wed 26/3</b>	K-3 Holy Week celebrations @11.30 in classrooms
<b>Fri 29/3</b>	Good Friday (Public Holiday)
<b>Mon 1/4</b>	Easter Monday (Public Holiday)
<b>Tue 2/4</b>	Staff Development Day
<b>Thurs 11/4</b>	Athletics Carnival

We look forward to a wonderful first term together.

Rebecca Ross, Emily Adcock, and Anastasia Cattabriga