

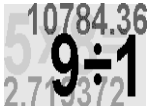





## Year Two Curriculum Overview – Term 2, 2025

Below is a summary of the content to be covered in each Key Learning Area in Term 2.

<p><b>Religious Education</b></p> 	<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 border="1" data-bbox="295 367 1534 604"> <tr> <td><b>Week 1: The Mystery of Life and Death, Spreading the Easter Light</b></td><td><b>Week 6: Ascension</b></td></tr> <tr> <td><b>Week 2: Baptism, Offerings &amp; Mother's Day Liturgy</b></td><td><b>Week 7: Pentecost &amp; The Found Coin</b></td></tr> <tr> <td><b>Week 3: The Offering-third moment</b></td><td><b>Week 8: Trinity &amp; Corpus Christi</b></td></tr> <tr> <td><b>Week 4: Our Lady Help of Christians &amp; The Pharisee and the Tax Collector</b></td><td><b>Week 9: Sacred Heart &amp; Our Lady of Perpetual Help</b></td></tr> <tr> <td><b>Week 5: The Unforgiving Servant &amp; Mary Star of the Sea</b></td><td><b>Week 10: Preparation of the Chalice</b></td></tr> </table>	<b>Week 1: The Mystery of Life and Death, Spreading the Easter Light</b>	<b>Week 6: Ascension</b>	<b>Week 2: Baptism, Offerings &amp; Mother's Day Liturgy</b>	<b>Week 7: Pentecost &amp; The Found Coin</b>	<b>Week 3: The Offering-third moment</b>	<b>Week 8: Trinity &amp; Corpus Christi</b>	<b>Week 4: Our Lady Help of Christians &amp; The Pharisee and the Tax Collector</b>	<b>Week 9: Sacred Heart &amp; Our Lady of Perpetual Help</b>	<b>Week 5: The Unforgiving Servant &amp; Mary Star of the Sea</b>	<b>Week 10: Preparation of the Chalice</b>
<b>Week 1: The Mystery of Life and Death, Spreading the Easter Light</b>	<b>Week 6: Ascension</b>										
<b>Week 2: Baptism, Offerings &amp; Mother's Day Liturgy</b>	<b>Week 7: Pentecost &amp; The Found Coin</b>										
<b>Week 3: The Offering-third moment</b>	<b>Week 8: Trinity &amp; Corpus Christi</b>										
<b>Week 4: Our Lady Help of Christians &amp; The Pharisee and the Tax Collector</b>	<b>Week 9: Sacred Heart &amp; Our Lady of Perpetual Help</b>										
<b>Week 5: The Unforgiving Servant &amp; Mary Star of the Sea</b>	<b>Week 10: Preparation of the Chalice</b>										
<p><b>English</b></p> 	<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. 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 persuasive and informative texts through sentences with a focus on grammar, punctuation, spelling, handwriting, and sentence structure; including using compound and complex sentences.</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> <u>Charlie and the Chocolate Factory by Roald Dahl</u></p>										
<p><b>Mathematics</b></p> 	<table border="1" data-bbox="295 945 1534 1281"> <tr> <th>Big Idea</th><th>Outcomes</th></tr> <tr> <td>Throughout Weeks 1-5, the students will explore the big idea that <u>patterns are something that repeats over and over.</u></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>Measurement and Space</b>  <i>2D Spatial structure</i> </td></tr> <tr> <td>During weeks 6-10, the students will explore the concept that <u>there are many different situations where addition and subtraction can be used.</u></td><td> <b>Working Mathematically</b>  <b>Number and Algebra</b>  <i>Representing whole number</i>  <i>Combining and separating quantities</i> </td></tr> </table>	Big Idea	Outcomes	Throughout Weeks 1-5, the students will explore the big idea that <u>patterns are something that repeats over and over.</u>	<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>Measurement and Space</b> <i>2D Spatial structure</i>	During weeks 6-10, the students will explore the concept that <u>there are many different situations where addition and subtraction can be used.</u>	<b>Working Mathematically</b> <b>Number and Algebra</b> <i>Representing whole number</i> <i>Combining and separating quantities</i>				
Big Idea	Outcomes										
Throughout Weeks 1-5, the students will explore the big idea that <u>patterns are something that repeats over and over.</u>	<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>Measurement and Space</b> <i>2D Spatial structure</i>										
During weeks 6-10, the students will explore the concept that <u>there are many different situations where addition and subtraction can be used.</u>	<b>Working Mathematically</b> <b>Number and Algebra</b> <i>Representing whole number</i> <i>Combining and separating quantities</i>										
<p><b>Science</b></p> 	<p><b>Mighty Materials: Students will be exploring this unit through inquiring about.</b></p> <p>Stage 1 of the Material World strand focuses on how materials can be changed, manipulated and combined. Students can develop a design solution demonstrating the suitability of materials for a purpose. Stage 1 of this strand develops students' understanding of the properties of materials and their uses.</p> <p><b>What materials are right for the job?</b></p> <ul style="list-style-type: none"> <li>• What changes occur when materials are combined?</li> <li>• How do the properties of materials determine their use?</li> </ul>										
<p><b>PDHPE</b></p> 	<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> <table border="0" data-bbox="295 1774 1534 1942"> <tr> <td><b>Week 1</b> Showing Compassion</td><td><b>Week 6</b> Managing anxious feelings</td></tr> <tr> <td><b>Week 2</b> Predicting Feelings</td><td><b>Week 7</b> Managing anger</td></tr> <tr> <td><b>Week 3</b> Introducing emotional management</td><td><b>Week 8</b> Finishing tasks</td></tr> <tr> <td><b>Week 4</b> Managing embarrassment</td><td><b>Week 9</b> Solving problems part 1</td></tr> <tr> <td><b>Week 5</b> Handling making mistakes</td><td><b>Week 10</b> Solving problems part 2</td></tr> </table>	<b>Week 1</b> Showing Compassion	<b>Week 6</b> Managing anxious feelings	<b>Week 2</b> Predicting Feelings	<b>Week 7</b> Managing anger	<b>Week 3</b> Introducing emotional management	<b>Week 8</b> Finishing tasks	<b>Week 4</b> Managing embarrassment	<b>Week 9</b> Solving problems part 1	<b>Week 5</b> Handling making mistakes	<b>Week 10</b> Solving problems part 2
<b>Week 1</b> Showing Compassion	<b>Week 6</b> Managing anxious feelings										
<b>Week 2</b> Predicting Feelings	<b>Week 7</b> Managing anger										
<b>Week 3</b> Introducing emotional management	<b>Week 8</b> Finishing tasks										
<b>Week 4</b> Managing embarrassment	<b>Week 9</b> Solving problems part 1										
<b>Week 5</b> Handling making mistakes	<b>Week 10</b> Solving problems part 2										

	<b>Sport:</b> <i>Practice and Play</i> This unit is focusing on developing our fundamental motor skills connected to various games we have learnt in primary school, along with some new ones. Throughout this unit students will develop the skills that will allow them to live an active lifestyle as well as developing the competence of their fundamental motor skills by participating in a variety of modified games and activities.
<b>Creative Arts</b> 	<b>Places and Spaces</b> Throughout this unit students will learn the techniques needed to create artworks integrating knowledge with the Science and Technology Inquiry Unit involving materials. <b>Subject Matter:</b> Objects, Places/Spaces, Events <b>Forms:</b> Drawing, Painting, Sculpture/3D <b>Focus artist:</b> Children will be inspired by Van Gough <b>Dance, Drama and Music</b> will be taught by Mrs Cattabriga

## Specialist classes and Sport days

<u>Gold class</u>	<u>Tuesday</u> Sport	<u>Wednesday</u> Digital Technology	<u>Thursday</u> PE teacher Sport and Library	<u>Friday</u>
<u>Blue Class</u>	<u>Tuesday</u> Creative Arts and Library	<u>Wednesday</u> Digital Technology	<u>Thursday</u> PE teacher Sport	<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 daily. 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 Step** – 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.

## IMPORTANT DATES

<b>7<sup>th</sup> May</b>	Father Raul visits 2B
<b>8<sup>th</sup> May</b>	Mother's Day breakfast @7:45 followed by a Liturgy in the hall (Stage 1 presenting)
<b>14<sup>th</sup> May</b>	Father Raul visits 2G
<b>2<sup>nd</sup> June</b>	Year 2 Parish Mass @ 9:15
<b>6<sup>th</sup> June</b>	Sacred Heart Liturgy at 8:45 and Colour Run @11:30am NO CANTEEN TODAY!
<b>9<sup>th</sup> June</b>	King's Birthday
<b>16<sup>th</sup> June</b>	Wellbeing Week
<b>2<sup>nd</sup> July</b>	Whole school NAIDOC Mass @9:30
<b>3rd July</b>	Last day of Term for students and REPORTS GO HOME

We look forward to a wonderful term together.  
Miss Hayman, Mrs Scott, and Mrs Milne