



# Curriculum Overview

## Year 2 -Term 2, 2023

### Religion

Week 1-5: 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

Week 6-10: 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

Phonics/Spelling: Sound Waves 2 Program

Unit 11 u o                                      Unit 12 h; j g ge dge

Unit 13 ai ay a\_e a                              Unit 14 l ll

Unit 15 ee e ea y ey                              Unit 16 m mm mb

Unit 17 i\_e y igh ie                              Unit 18 n nn kn; ng n

Unit 19 oa o\_e ow o                              Unit 20 p pp r rr wr

### English Group Rotations

Guided Reading: Focus on Comprehension Strategies – Week 1-4: Visualising, Weeks 5-8: Questioning, and Weeks 9-10: Summarising

Handwriting Practice - Tracing and copying lowercase and uppercase letters, words, sentences.

Comprehension Reading Passages with Questions to be completed in full sentences.

Language and Grammar



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## English

**Literature Appreciation** - Teacher's Book Choice – Activity focus on Comprehension Strategies and Spelling Patterns

### Writing

Talk for Writing

Narrative Writing

Information Report Writing

### Speaking & Listening

Contributions to class discussions

Oral responses via Seesaw to communicate understanding of concepts

News Presentations

## Mathematics

- Length, capacity and weight
- Measurement –comparing length, area, etc.
- Measuring
- Addition
- Subtraction
- Maps
- Statistics & Probability
- Proficiency Strands: Understanding, Problem-solving, Reasoning and Fluency



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## **Science (with Mrs Cogger)**

### **GROWING & CHANGING**

All living things have their own life story, but all species share in the same cycle of growth, change, reproduction and death. Understanding more about the life cycles of various species can help us in many ways. It might help us to protect and preserve endangered species, to manage and control unwanted species like insect pests, or to improve animal husbandry. The Watch it grow! unit provides opportunities for students to explore the growth of a range of living things and explore the processes of growth and change, of reproduction and death that apply to all animals. Through hands-on activities and investigations, students will compare the growth of living things under different conditions. The students will observe the life cycle of a Monarch butterfly by engaging and observing a butterfly enclosure housing 6 caterpillars. Students will witness the metamorphosis – egg, caterpillar, chrysalis, pupa and adult.

## **HASS - Geography**

Knowledge & Understandings:

People are connected to many places

The location of the major geographical divisions (e.g. continents, oceans) in relation to Australia

Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place

The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)

The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places



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### HASS - Geography

#### Humanities & Social Sciences Skills:

Pose questions about past and present objects, people, places and events.

Collect data and information from observations and identify information and data from sources provided.

Sort and record information and data, including location, in tables and on plans and labelled maps.

Explore a point of view.

Interpret data and information displayed in pictures and texts and on maps.

Draw simple conclusions based on discussion, observations and information displayed in pictures and texts and on maps.

Reflect on learning to propose how to care for places and sites that are important or significant.

Communicating: Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location.

### Technology

#### Digital Technologies

- Digital systems (hardware and software) are used for an identified purpose.
- Data can have patterns and can be represented and used to make simple conclusions.
- Present data using a variety of digital tools.
- Use data to solve similar tasks/problems Share and publish information in a safe online environment, with known people.
- Work independently, or collaboratively when required, to organise information and ideas to create and safely share sequenced steps for solutions

#### Technology Fluency:

- Mathletics,
- Reading Eggs/Eggspress, and
- Seesaw Activities (Linked to concept of the week).



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### Technology

Technology Fluency:

- Athletics,
- Reading Eggs/Eggspress, and
- Seesaw Activities (Linked to concept of the week).

### Arts

#### **Performing Arts (with Miss Costantino)**

The Dance focus for Year 2 in Term 2 is the exploration of the choreography process. The children will be choreographing dances based on the theme 'Sea Creatures'. Miss Costantino will model the choreographic process through the scaffolded creation of a group dance based on the same theme. Students will then follow the same process to choreograph their own dances in small groups. Students will then respond to their own dance performances through answering self-reflection questions.

#### **Visual Arts (with Mrs McGrath)**

This term we will be exploring and experimenting with shape, line, colour, space and texture and how these are used in the environment. We will be creating artwork inspired by Australian artist, Rosemary Petyarre, called Bush Medicine, as well as creating paper strip art with warm and cool colours.

### Italian (with Mr Monzu)

In this term, we will immerse ourselves in Italian culture, with a focus on family, football, and fashion. Through interactive activities such as games, songs, and discussions, we will learn about Italian traditions, food, music, and arts. We will explore the importance of family in Italian culture, and how it influences daily life, values, and traditions. We will also delve into the passion that Italians have for football, its history, and its role in society. Furthermore, we will examine the influence of Italian fashion on the global fashion industry and its impact on culture and identity.



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### Sport

Students will be continuing to participate in activities that focus on the development of their Fundamental Movement Skills using game activities in a station model. The students will also have the opportunity to apply these skills in various small-sided games throughout the term.

### Health

#### **Communicating and Interacting for Health and Well being**

Contributing to healthy and active communities

Following school rules.

#### **Being healthy, safe and active**

Changes in relationships and responsibilities as individuals grow older

Personal strengths and achievements and how they contribute to personal identities

#### **Strategies to include others in activities and games**

Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'

#### **Actions to keep people safe and healthy in and outside the classroom, such as:**

- staying hydrated
- being sun smart

#### **Strategies and behaviours that promote health and wellbeing:**

- personal hygiene practices
- healthy eating
- sufficient sleep
- staying hydrated
- regular physical activity