



Curriculum Overview

Year 2 - Term 4, 2024

Religion

BAPTISM

- People need to belong
- Jesus invites people to be part of God's family
- People are welcomed into God's family through Baptism
- People are baptised at the baptismal font in the parish Church
- Baptised people show they belong to God's family

ADVENT CHRISTMAS

- People learn their family stories
- During Advent people focus on waiting and preparing for the coming of Jesus
- The Jesse Tree represents the people and events leading up to the birth of Jesus
- Advent is a time to recall the stories of the birth of Jesus
- Christmas reminds people Jesus is with them

English

READING

- **Guided Reading** - Students are grouped by ability, according to their reading levels. The teacher monitors and guides student development through observation of their reading strategies, reading skills and comprehension of what is being read.
- **Comprehension** - Students will analyse and explain literal, inferential and implied information from a variety of texts whilst reading with the teacher. Focus Strategies: Evaluation & Synthesis / Skimming, Scanning & Re-reading.
- **Reading Eggs/ Eggspress** - Students will work through their targets on Reading Eggs/Eggspress.
- **Literature Appreciation** on Friday (Library Session)

LITERACY SKILLS

- **Grammar Booklet:** Students develop their grammar skills with a focus on: Paragraphing, Sentence Structure, Punctuation, Vowels, Synonyms, Nouns, Adjectives, Verbs and Antonyms.
- **Short Burst Creative Writing Booklet:** Focusing on paragraphing, grammar skills and developing narrative writing techniques.
- **Punctuation/Editing Booklet:** Students edit paragraphs and re-write them correctly.
- **Handwriting Booklet:** The focus is on consistent and correct letter formation using the New South Wales style. Size and placement on the line are also considered.

WRITING

- This term students are learning to write Narratives and Persuasive Texts with an emphasis on structure. Students continue to focus on paragraphs, punctuation marks, and grammar. Short paragraphs and free choice writing are also encouraged.

ORAL LANGUAGE

- **Talk for Writing:** Texts linked to Narrative genre. Focus on learning the text, orally retelling the text using actions, voice projection and expression.
- **News:** During the term, the children will be required to complete a Persuasive News Plan that they will present to the class/group.



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English

SPELLING / PHONEMIC AWARENESS

- **Sound Waves 2 Spelling Program.** During Term Three, students will work through Units 30-36. Students demonstrate their understanding of spelling patterns by transferring their knowledge into their writing.
- **The Heggerty Program** is daily explicit instruction on the mat for 10 minutes to develop phonological and phonemic awareness skills including rhyming, initial phoneme isolation, blending, isolating final and medial phonemes (sounds), segmenting, adding phonemes, deleting phonemes and substituting phonemes.

Mathematics

NUMBER & ALGEBRA

- Solve number sentences involving addition, subtraction, multiplication and division.
- Represent and solve addition and subtraction problems using a range of strategies.
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections.
- Count and order small collections of Australian coins and notes according to their value.

MEASUREMENT & GEOMETRY

- Locate positions in two-dimensional representations of a familiar space and move by following directions and pathways.
- Compare and order objects based on length, area, volume, capacity and mass using appropriate uniform informal units.
- Recognise and read time on an analogue clock to the quarter hour and use calendars.

Science

Push Pull

Push-pull addresses the WA Curriculum Science Understanding ACSSU033 *A push or a pull affects how an object moves or changes shape.* The Year 2 students will be inquiring about how toys move.

Push-pull provides students with hands-on opportunities to:

- explore pushes and pulls.
- observe and gather evidence about how these forces act in air and water, and on the ground.
- identify the effect of the pull of gravity.
- learn that both air and water can 'push'.
Students apply their new learning by:
- planning and conducting an investigation of the factors that affect a paper helicopter fall through air.



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HASS

HISTORY (Continued)

This unit takes students through an inquiry process to develop questions, and collect, sort and record related information and data from observations and provided sources.

Students:

- Explore questions through the inquiry process to learn about a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance.
- Learn how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated.
- They interpret information and data, and identify and discuss perspectives.
- Students use interpretations to draw conclusions and make proposals.
- Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

Technology

DESIGN & TECHNOLOGIES - Food & Fibre (Continued)

In this unit, students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions.

Students:

- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating.
- Identify whether plants and animals are used for food, shelter or clothing, and how they are grown.
- Identify gardening tools and features they have.
- Identify the different food groups and foods that go into them.
- Write a meal plan for a day that covers the Australian Guide to Healthy Eating.
- Rate the suitability of kitchen tools for their task.
- Identify how different tools and equipment in the kitchen keep them safe.
- Complete a retrieval chart on different cultures' cuisines.
- Answer questions on how the Aboriginal people found and prepared food.
- Reflect on cuisine from different cultures and identify differences.

Visual Arts

In Visual Arts this term students will be focusing on organic and geometric shapes, line and colour choices to create a robot artwork.

Performing Arts

The dance focus for Year 2 in Term 4 is the exploration of the choreography process. The children will be choreographing dances based on the theme 'Toys'. 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.



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Italian

This term in Italian, we will explore the rich history of Venice from its architecture to art. We will then focus on vocabulary related to body parts. As we conclude the year, we will delve into traditional Italian Christmas stories and crafts.

Sport

In Year 2 Sport, students will be introduced to the basic skills of both soccer and basketball through fun and engaging activities. They will practice simple techniques like passing, dribbling, and kicking for soccer, along with dribbling, shooting, and passing for basketball. Basic rules for both sports will be explained in a way that is easy for them to follow. The focus will be on enjoyment, teamwork, and building confidence while learning new skills.

Health

KEEPING SAFE CHILD PROTECTION CURRICULUM

Privacy and the Body:

- Parts of the body
- Meaning of Private
- Our whole body is private
- Health and safety rules regarding our body

Recognising Abuse:

- Accidental and deliberate injury

Secrets:

- Recognising unsafe secrets
- Tricks and trust

WESTERN AUSTRALIAN CURRICULUM

Safety Practices:

- Healthy active life-styles
- Sun safety, fire safety, medicine safety, bike safety, water safety and electrical safety