



Curriculum Overview

Year 2 - Term 1, 2025

Religion

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

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 with others

English

READING

Students are ability grouped according to their reading levels. Students rotate through activities which include:

Guided Reading - Teacher observes students as they read the text.

Comprehension - Students will analyse and explain literal, inferential and implied information from a variety of texts.

Grammar & Punctuation – Students will practise editing and writing sentences to demonstrate their understanding of grammar and punctuation including capital letters, full stops, nouns, verbs and adjectives.

Online Reading Eggs/ Eggspress - Students will work through their targets on Reading Eggs.

Literature Appreciation – Talk for Writing – Alfie's Star, and Story time on Fridays (Library Session)

WRITING

This term students are learning to write Narratives. Students continue to focus on paragraphs, punctuation marks, and grammar. Recounts, short paragraphs and free choice writing are also encouraged in Writing Exercise Books when possible.

HANDWRITING

The focus is on consistent and correct letter formation. Size and placement on the line are also considered.

ORAL LANGUAGE

Talk for Writing – 'Alfie's Star' by Sue Cove. The students will retell the story in a simple and sequential way. They will develop listening and speaking skills through structured activities. They will build their ability to express opinions, and understand the importance of voice tone, clarity, and body language in communication.



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English

SPELLING / PHONEMIC AWARENESS

During Term One, students will work through Units of **Sound Waves 2 Program** – Units 1 – 9. Students will demonstrate their understanding of spelling patterns by transferring their knowledge into their writing.

The Heggerty Program (Yellow Book) 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

Place Value: Recognise, model, read, write and order, group, partition, and rearrange numbers to 1000.

Operations: Represent and solve simple addition and subtraction problems using a range of strategies.

Number Patterns: Investigate and describe patterns with numbers and identify missing elements.

MEASUREMENT & GEOMETRY

Measurement: Compare and order objects based on length, area, volume, capacity and mass using appropriate uniform informal units.

Time: Construct and use a calendar.

Shapes: Recognise, compare and classify shapes, referencing the number of sides and using spatial terms.

Positions: Locate positions in two dimensional representations of a familiar space and move by following directions and pathways.

STATISTICS & PROBABILITY

Statistics: Gather data relevant to the question, record it in a table and then display it as a graph.

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

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.

Technology

DIGITAL TECHNOLOGIES

Digital Citizenship – digital citizen, cyber safety, digital footprint

Digital systems (hardware and software) are used for an identified purpose

Use data to solve similar tasks/problems

Visual Arts

This semester in visual arts, students will explore various types of lines and colours to design a jellyfish using warm and cool colours. They will then bring their creations to life by crafting a 3D jellyfish.

Performing Arts

Yr 2 students will engage in an integrated Music and Drama program based on the Carnival of the Animals, with a focus on Music in Semester 1. In Term 1 the focus will be on Music Theory, specifically the Musical Elements of Rhythm, Tempo, Dynamics and Timbre. Students will continue to develop their aural skills, as they consolidate their understanding of the difference between beat and rhythm, improvising short rhythm patterns, and identifying time signatures. They will learn to use bar lines as a division for beats; and learn the terminology and notation for minim and semibreves. Students will sing, move and play classroom instruments, as well as engage in listening experiences, to recognise obvious dynamic and tempo changes as well as the use of specific instruments to represent the animals. They will have the opportunity to discuss special occasions where music is experienced, with a focus on Easter music in Term 1.



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Japanese

Year 2 will begin exploring the Japanese language and culture. They will begin to understand how to politely address teachers and each other, as well as how to ask and answer questions about name and age and to explain the significance of bowing in Japanese culture. In addition to this, they will be exposed to Japanese sounds and script, including numbers 1-10 through games and songs. Students will settle into Japanese lessons by learning common classroom phrases used by the teacher such as 'Please stand,' and 'Please sit down'. By the end of the term, students will complete a simple puppet role-play where they introduce themselves and will also complete a series of short listening checks.

Sport

In Year 2 sports, students practise important skills like throwing and catching in games like basketball, handball, and ultimate frisbee. These skills help them play better by improving accuracy, coordination, and quick decision-making. Through fun activities, they learn how to pass, throw, and intercept while developing teamwork and game awareness.

Health

KEEPING SAFE CHILD PROTECTION CURRICULUM

- Relationships

The above health topics will be interlinked with the mandatory Keeping Safe topic of 'Relationships' which includes:

- ✓ Identity and relationships
- ✓ Power in relationships
- ✓ Trust and networks.

WESTERN AUSTRALIAN CURRICULUM

- Interacting With Others

The students explore skills and strategies to develop respectful relationships with peers, adults and First Nations Australians. Through story and discussion, students explore the terms 'language', 'culture', and 'country' related to First Nations Australians. Students explore kindness and how their actions impact others positively and negatively. They investigate how to recognise their emotions and explore self-regulation strategies through picture books. Through picture books and various activities, students learn about their and others' personal space and how to request or deny permission to enter their space respectfully. Students dramatise how to seek, give or deny permission through a series of everyday activities related to consent.