



# Curriculum Overview

## Year 2 - Term 2, 2025

### Religion

#### 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.

#### EUCCHARIST

- 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

#### 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:** Visualising and Questioning.
- **Reading Eggs/ Eggspress** - Students will work through their targets on Reading Eggs.
- **Literature Appreciation** on Friday (Library Session)

#### LITERACY SKILLS

- **Grammar Booklet:** Students develop their grammar skills with a focus on: Sentence Structure, Punctuation, Vowels, Synonyms, Nouns, Adjectives, Verbs and Antonyms.
- **Comprehension Booklet:** Students read a text for comprehension. They answer questions using full sentences and correct punctuation.
- **Punctuation/Editing Booklet:** Students edit incorrect sentences 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

- Narratives and Recounts 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 - The Farmer's Diary and The Elves and the Shoemaker. Focus on learning the text, orally retelling the text using actions, voice projection and expression. Texts will link to the writing programs of Recount and Narrative Writing.
- **News:** Over the term the children will be required to complete a news plan that they will present to the class – My Favourite Continent (Integrated with Geography).



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### English

#### **SPELLING / PHONEMIC AWARENESS**

- **Sound Waves 2 Spelling Program.** During Term Two, students will work through Units 11-20. 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.

### Science

#### **Waterworks**

In this topic the Year 2 students will learn how the Earth's resources are used in a variety of ways, in the context of water use at school and home.

Water works provides students with hands-on opportunities to:

- develop an understanding of, and appreciation for, a precious natural resource
- explore how water is used and how to use it responsibly
- increase awareness of where water comes from, how it is formed, and how it moves across the landscape

Students will apply their new learning::

- To understand how we can conserve water and look at ideas to encourage using water wisely.



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## Mathematics

### **NUMBER & ALGEBRA**

#### **UNDERSTANDING NUMBER**

- Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits, and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point
- Explore different ways to represent and partition two and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols
- Explore the relationship between addition and subtraction with small collections, using part-part-whole knowledge, numbers and symbols
- Recognise, describe and create halves, quarters and eighths by repeatedly halving a physical whole or a collection

#### **UNDERSTANDING EQUALITIES AND INEQUALITIES**

- Use the equality symbol to indicate the same value in number sentences involving addition and subtraction

#### **CALCULATING WITH NUMBER**

- Add and subtract one- and two-digit numbers, using a range of strategies

### **MEASUREMENT AND GEOMETRY**

#### **TWO-DIMENSIONAL SPACE AND STRUCTURES**

- Estimate, measure and compare lengths, by choosing appropriate uniform informal units, and place end to end without gaps or overlaps
- Explore and directly compare the areas of two shapes by superimposing one over the other
- Explore quarter-, half- and full-turns in everyday situations

#### **NON-SPATIAL MEASUREMENT**

- Tell time to the hour, half- and quarter-hour, on analogue and digital clocks. Identify the date and determine the duration between two events in days using a calendar

### **STATISTICS & PROBABILITY**

#### **STATISTICS**

- Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs



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### HaSS

#### **GEOGRAPHY - CONTINUED FROM TERM 1: 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 – CONTINUED FROM TERM ONE**

- 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 term in Art, students will explore the artwork of Claude Monet. They will create a mixed media piece inspired by Monet's garden focusing on how the foreground, middle ground and background influence the size and placement of elements in their drawings. The unit will conclude with a focus on form as students construct a 3D waterlily using painted paper.

### Performing Arts

In Semester 1 the focus will be on Music, specifically the Musical Elements of Pitch and Form. Students will continue to develop this theory knowledge and their aural skills as they sing, move and play classroom instruments. They will learn to use a small range of pitch patterns based on the pentatonic scale to create music.

Students will also engage in listening experiences, where they will have the opportunity to discuss reasons why people make music for special occasions (such as The Last Post on ANZAC Day), and how music is used in particular places and cultures. They will explore how the Elements of Music create mood and meaning.



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### Japanese

This term, Year 2 will be discussing Japanese 'Randoseru' school bags and will learn the vocabulary for several school items commonly found in a backpack. Students will learn how to ask, give, and receive items politely using Japanese language and will complete a shopping role play with the teacher. They will continue to build on their knowledge of hiragana script and will begin to use 'hiragana clues' to read and write word in script. They will complete a mini-book describing what items are in their back pack, and will also complete a reading/listening test.

### Sport

This term in Sport, our Year 2 students will be working on developing key motor skills through a variety of fun and engaging activities. We will be exploring racket sports such as tennis and Pickleball to help improve hand-eye coordination, timing, and control. A strong focus will also be placed on building balance and stamina through movement games and fitness-based challenges. These activities are designed to support your child's physical development while promoting confidence, teamwork, and a love for staying active.

### Health

#### PERSONAL QUALITIES AND IDENTITIES

- Students will learn through exploration and play how to 'describe their personal qualities and those of others and explain how they contribute to developing identities'.
- students will investigate how health and movement concepts exist and impact their lives and the lives of others.
- They will strengthen their dispositions for learning, including curiosity, confidence, cooperation, investigation and transfer.
- By the end of the unit, students will explain how personal qualities contribute to identities. They will describe how emotional responses affect their own and others' feelings, and they demonstrate skills and describe strategies required to build and develop respectful relationships.

#### KEEPING SAFE CHILD PROTECTION CURRICULUM

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

#### Rights and responsibilities

- 1.2 Children's rights.
- 1.3 Behaviour code and children's rights.