



Curriculum Overview

Year 2 - Term 4, 2025

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** - Library Session.

LITERACY SKILLS

- **Comprehension:** Students will read passages and answer comprehension questions at three levels – literal, inferential, and applied. This will help them with their understanding of the text, thinking beyond it, and connecting it to real life.
- **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

- **Topic Writing:** Students complete writing tasks, focusing on recounts and persuasive texts. Each week the sentence starter will change, encouraging skills in expressing ideas, sequencing events, and giving reasons.
- **Short Burst Creative Writing:** Focusing on paragraphing, grammar skills and developing writing techniques.

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

This term the Year Two students will visit Mrs Cogger in Science once a week for a 50 minute Science lesson. The students will be learning how different materials can be combined or mixed for a particular purpose. The students will explore different household mixtures and their uses. The students will work in teams to investigate chromatography. The students will make oobleck and explore its properties.



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HaSS

HISTORY - (Continued from Term Three)

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.

- 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 - (Continued from Term Three)

In Design & Technologies, students explore how to design and create solutions to real-world needs and opportunities. They learn to develop and share their ideas by describing, drawing, modelling, and outlining steps. Using materials and equipment safely, they build their designs and then reflect on how well their solutions worked, using simple criteria. Students may work on their own or together in groups as they plan, make, and present their projects.

- **Exploring roles in the community:** Students learn about the people who design and produce products, services, and environments, and why these roles are important.
- **Engineering principles and systems:** They investigate how different forces can move objects and what happens as a result.
- **Food and fibre production:** Students make connections between healthy living and the choices we make about food and fibre (like textiles and plant products).
- **Materials and technologies specialisations:** They design and make decisions while thinking carefully about the properties and characteristics of different materials.

Visual Arts

In Art students will create a black bear this term, focusing on line and repetition to build patterns and create the implied texture of the bear's fur. Following this project, the class will transition to creating Christmas themed artwork.

Performing Arts

In Term 4, students will engage in an integrated Music and Drama program, continuing to focus on Drama. They will work together using their understanding of the drama elements they explored last term, to produce a Nativity Play to be performed for the school community. Through this authentic experience students develop their drama skills of planning, rehearsal and performance.



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Japanese

This term, Year 2 students will be learning a Japanese version of the story 'Brown Bear, Brown Bear, what do you see?'. Students will learn vocabulary for animals that appear in the story, such as fish and duck, as well as how to describe the colours of each animal. They will continue to build on their knowledge of hiragana and will continue to use 'hiragana clues' to read and write words in script. They will create a mini-book version of the story in Japanese and will also complete a reading/listening test on key vocabulary.

Sport

In Year 2 Sport, students have been developing their basketball skills while strengthening their overall fitness through a range of core exercises. Each lesson focuses on building fundamental movement patterns such as balance, coordination, and agility, which support their ability to dribble, pass, and shoot with control and confidence. Through small-sided games and skill stations, students learn teamwork, spatial awareness, and fair play, while targeted core activities help improve posture, stability, and endurance. The combination of structured basketball drills and engaging fitness challenges ensures that students are building both their technical skills and physical foundations for future sporting success.

Health

KEEPING SAFE CHILD PROTECTION CURRICULUM - Focus Area 4

- Saying “no” or “stop” appropriately.
- Role-playing assertive communication (how to express refusal).
- Persistence: keep telling until someone listens.
- Problem-solving “What if...?” scenarios (thinking ahead what to do in risky or unsafe situations).
- Remembering and practising personal information: name, address, telephone number.
- Revisiting and reviewing one’s trusted network (who are the adults you can talk to).
- Using safe strategies in emergencies (knowing what to do if something unexpected happens).

WESTERN AUSTRALIAN CURRICULUM

- **Protective Behaviours** – recognising body clues, safe/unsafe situations, safe places and trusted adults.
- **Help-Seeking** – knowing when problems are too big and asking adults for help.
- **Food & Health Messages** – learning about food groups, healthy choices and how foods are advertised.
- **Sustainability** – exploring ways to reduce waste and make better choices at school and home.
- **Digital Safety** – being safe and kind online, knowing when to ask for help.