



# Curriculum Overview

## Year 2 - Term 2, 2026

### Religion

Students explore the sacraments of Confirmation and Eucharist, focusing on God's love and how they are called to live with faith, kindness and love in their daily lives.

#### 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

Students engage in an English program aligned with the Western Australian Curriculum, developing skills in reading, writing, speaking and listening. Through a range of structured learning experiences, they build understanding and apply their skills across a variety of contexts.

#### READING

- Students participate in guided reading in small groups based on their reading levels. The teacher supports and monitors their development through observation of reading strategies, fluency and comprehension. Students consolidate their understanding through discussion and follow-up activities such as answering questions, cloze tasks and sequencing events.
- Students develop comprehension skills by analysing and explaining literal, inferential and implied meaning across a range of texts. A focus is placed on strategies such as visualising and questioning to deepen understanding.
- Students also work towards individual learning goals using the Reading Eggs/Eggspress program.
- Literature appreciation sessions are held fortnightly in the library, promoting engagement and enjoyment of a variety of texts.



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### English

#### LITERACY SKILLS

- Students develop their understanding of grammar and language conventions through editing and rewriting sentences. This includes a focus on sentence structure, punctuation, parts of speech and vocabulary, supporting accuracy and clarity in their writing.
- Students also practise consistent and correct letter formation using the New South Wales handwriting style, with an emphasis on appropriate size and placement on the line.

#### WRITING

- Students develop their narrative and procedure writing through the Talk for Writing framework, with a strong emphasis on text structure. This approach supports students in understanding and applying language features, sentence patterns and organisational structures in their own writing.
- Students continue to build their use of paragraphs, punctuation and grammar, with opportunities for both structured and free-choice writing to encourage creativity and independence.

#### ORAL LANGUAGE

- Students participate in the Talk for Writing approach through oral rehearsal, retelling and performance of model texts. This includes the use of actions, voice projection and expression to build confidence, fluency and a deeper understanding of language.
- Students also prepare and present a news topic to the class, building confidence in public speaking and supporting connections with Geography through the topic *My Favourite Continent*.



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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 and Understanding)

Students develop their understanding of places and how people are connected to them.

- Recognise that people are connected to many places.
- Identify the major geographical divisions of the world (continents and oceans), particularly in relation to Australia.
- Understand that places have names and can be described at personal, local, regional and national scales.
- Explore how Aboriginal and Torres Strait Islander Peoples maintain connections to Country/Place.
- Investigate how people in Australia are connected to other places locally, within the Asia region and globally.

### Health

#### Keeping Safe & Western Australian Curriculum – Relationships

Students develop their understanding of respectful relationships and personal safety. They explore how to interpret others' feelings, build positive relationships and use help-seeking strategies.

##### Trusted Networks

- Identify trusted people and describe how they can help in different situations.
- Practise help-seeking strategies to support their own safety and wellbeing.

##### Respectful Relationships

- Recognise behaviours that support positive and respectful relationships.
- Interpret the feelings of others and respond with empathy.

##### Consent and Personal Boundaries

- Understand and practise strategies for seeking, giving and denying permission.

##### Power in Relationships

- Identify bullying and unfair behaviour.
- Explore strategies to respond safely and promote fairness in relationships.

### Technology

#### Digital Technologies – Continued from Term One

Students identify how digital systems are used for specific purposes and use data to solve simple problems.

- Develop understanding of digital citizenship, including safe and responsible use of technologies, cyber safety and awareness of their digital footprint.
- Explore how digital systems (hardware and software) are used for specific purposes.
- Use and represent data to solve simple problems and complete similar tasks.



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### Science – Sound energy

Students will learn about sound energy and how different objects and actions can create different sounds. They explore various actions that generate sound, and discover how sound energy triggers vibrations in objects. Students build a vocabulary to describe sound qualities, such as volume and pitch, and compare sounds created by musical instruments and everyday objects.

Students will group sounds as 'soft' and 'loud'. Students will apply their understanding of sound to create a 'class noise meter'.

For NAIDOC Week students will make clapping sticks and decorated with Noongar symbols.

### Visual Arts

**This** term in Visual Arts, students will explore how lines can be used to show movement and motion. They will experiment with different types of lines to create the illusion of action in artworks. Through hands on activities, students will create a shaking dog artwork and a swimming fish artwork, learning how artists use line to bring images to life and suggest movement.

### Performing Arts

In Term 2, students will continue to engage in an integrated performing Arts program, with a focus on exploring different ways to move their bodies through Dance. Students will explore familiar and some imaginative movement ideas and use the elements of dance (body, space and time) to create dance sequences that have a distinct beginning and ending. They will demonstrate the knowledge they acquired about locomotor and non-locomotor movements, showing body awareness and some control of the whole body, varied body parts and bases in dance sequences. Students will perform rehearsed dances to their peers, using some appropriate performance skills and continuing to develop their audience awareness, as well as respectful audience behaviour.



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### **Sport**

Year 2 sport focuses on basketball and invasion games, introducing simple zoning concepts and how to move into space to support teammates. Students begin to understand transition by quickly switching from attack to defence through fun, game-based activities. The emphasis is on spatial awareness, teamwork, and making basic decisions while maintaining enjoyment and active participation.

### **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.