

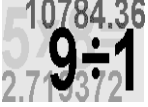







Year Two Curriculum Overview – Term 2, 2024

Below is a summary of the content to be covered in each Key Learning Area in Term 2.

<p>Religious Education</p> 	<p>The children will continue to experience Religious Education through the implementation of the new curriculum by inspiring their hearts and minds to know Christ and love learning through discovery. The children will;</p> <ul style="list-style-type: none"> - come to know and understand prayer is about loving, speaking, listening, and singing to God, - engage in the different components of the Religious Education session with reverence and grace. - express their understanding of scripture through words and actions. - make connections between Jesus, scripture, liturgy, and prayer in their life. <table border="1" data-bbox="293 373 1539 579"> <tr> <td>Week 1: Baptism & The Ascension</td> <td>Week 6: Mary Star of the Sea & Sacred Heart Liturgy</td> </tr> <tr> <td>Week 2: Offerings & Mother's Day Liturgy</td> <td>Week 7: The Pharisee and the Tax Collector</td> </tr> <tr> <td>Week 3: Offering & The Found Coin</td> <td>Week 8: The Unforgiving Servant</td> </tr> <tr> <td>Week 4: Pentecost & Our Lady Help of Christians</td> <td>Week 9: The Good Samaritan & Our Lady of Perpetual Help</td> </tr> <tr> <td>Week 5: Trinity & Corpus Christi</td> <td>Week 10: Preparation of the Chalice</td> </tr> </table>		Week 1: Baptism & The Ascension	Week 6: Mary Star of the Sea & Sacred Heart Liturgy	Week 2: Offerings & Mother's Day Liturgy	Week 7: The Pharisee and the Tax Collector	Week 3: Offering & The Found Coin	Week 8: The Unforgiving Servant	Week 4: Pentecost & Our Lady Help of Christians	Week 9: The Good Samaritan & Our Lady of Perpetual Help	Week 5: Trinity & Corpus Christi	Week 10: Preparation of the Chalice
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<p>English</p> 	<p>Throughout the Literacy block, students will be focusing on developing their oral language, vocabulary, phonetic knowledge, reading fluency, reading comprehension, spelling, reading, and understanding literature, creating written texts, and handwriting. Students will continue to follow Heggerty's and Sounds Write programs to foster and enhance phonemic and phonetic awareness and reading skills that can transfer to their spelling. The students will participate in a variety of independent, group and whole class activities to assist in developing their skills and knowledge. The focus in the following areas will be:</p> <p>Reading: Explicit phonics, fluency and phrasing, decoding and blending strategies, and comprehension strategies.</p> <p>Writing: Creating persuasive and informative texts through sentences with a focus on grammar, punctuation, spelling, handwriting, and sentence structure; including using compound and complex sentences.</p> <p>Speaking and Listening: Integrated through short presentations to the class from findings and research in inquiry learning and reading program with a focus on the we are 'communicators' learning asset.</p> <p>Modelled Reading: <i>Charlie and the Chocolate Factory</i> by Roald Dahl</p>											
<p>Mathematics</p> 	<p>Big Idea</p> <p>Throughout Weeks 1-5, the students will explore the big idea that patterns are something that repeats over and over.</p> <p>During weeks 6-10, the students will explore the concept that there are many different situations where addition and subtraction can be used.</p>	<p>Outcomes</p> <p>Working mathematically Number and Algebra <i>Representing whole numbers</i> <i>Combining and separating quantities</i> <i>Forming Groups</i></p> <p>Measurement and Space <i>2D Spatial structure</i></p> <p>Working Mathematically Number and Algebra <i>Representing whole number</i> <i>Combining and separating quantities</i></p>										
<p>Science</p> 	<p>Mighty Materials: Students will be exploring this unit through inquiring about.</p> <p>Stage 1 of the Material World strand focuses on how materials can be changed, manipulated and combined. Students can develop a design solution demonstrating the suitability of materials for a purpose. Stage 1 of this strand develops students' understanding of the properties of materials and their uses.</p> <p>What materials are right for the job?</p> <ul style="list-style-type: none"> • <i>What changes occur when materials are combined?</i> • <i>How do the properties of materials determine their use?</i> 											
<p>PDHPE</p> 	<p>PERSONAL DEVELOPMENT/HEALTH:</p> <p>The unit this term will be continuing to focus on the social & emotional program called Second Step. Second Step teaches skills in four areas: <i>skills for learning, empathy, emotion management and problem solving.</i> It also has home activities which reinforce topics we have been discussing at school. Students will receive this homework every second week of term.</p> <p>Sport: <i>Practice and Play</i></p> <p>This unit is focusing on developing our fundamental motor skills connected to various games we have learnt in primary school, along with some new ones. Throughout this unit students will develop the skills that will allow them to live an active lifestyle as well as developing the competence of their fundamental motor skills by participating in a variety of modified games and activities.</p>											

Creative Arts 	Places and Spaces Throughout this unit students will learn the techniques needed to create artworks integrating knowledge with the Science and Technology Inquiry Unit involving materials. Subject Matter: Objects, Places/Spaces, Events Forms: Drawing, Painting, Sculpture/3D Focus artist: Children will be inspired by Van Gough Dance, Drama and Music will be taught by Mrs Jannette Whyte
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Specialist classes and Sport days

Gold class	Tuesday Sport	Wednesday Creative arts	Thursday Japanese, Library, Fitness
Blue Class	Tuesday Library, Sport	Wednesday Japanese	Thursday Fitness, Creative Arts

Communication with teacher - Diaries come to and from school each day and are the main communication tool between parents/families and the teacher. Please write notes for the teacher in the diary including reading, homework, changes to afternoon routine, questions or things that may be affecting your child that we may need to know - we are also happy to meet in person as required. Please remind your child if they do have a note written in the diary. Diaries will be checked on Friday's. You can also contact the teachers by emailing the school scw@dbb.catholic.edu.au. Please write the teacher's name and class in the subject. As part of the whole school policy, parents are asked not to email the teachers directly. For emergencies or late minute changes to routines, please contact the office to ensure that the message gets to us in time of afternoon pick up!

Compulsory Homework

- **Reading** - Home reading books will be sent home each day and are to be returned each day as reading is conducted daily and class tasks are based on this book. The recommended time for Year 2 reading is 10-20 minutes per day. Please note what your child has read in their diaries which will be sent home in their folder. It is also important to make sure you also read to your child so that they are exposed to rich literature and vocabulary that they may not be able to read.
- **Second Steps** – Each fortnight, the students will be sent home with a short Second Step homework task. We ask that you complete this together and return to school. By working together, we can help develop the important skills they learn at school during our PDH lessons.

Optional Homework

- **WUSHKA** – The students have access to this additional reading resource which can be fabulous when you would like to read another book that is at their level.

IMPORTANT DATES

9 th May	Mother's day breakfast and Liturgy
3 rd June	Year 2 Parish Mass 9.15am @St Cecilia's Church
7 th June	Sacred Heart Liturgy @8.45am
10 th June	Public Holiday- King's Birthday
3 rd July	Whole School Naidoc Mass @9.30am.
5 th July	Staff development day

We look forward to a wonderful term together.

Rebecca Ross, Emily Adcock, and Anastasia Cattabriga