









Year Two Curriculum Overview – Term 3, 2024

Below is a summary of the content to be covered in each Key Learning Area in Term 3.

<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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Week 1: The Centurion's Servant</td> <td style="width: 50%;">Week 6: The True Vine</td> </tr> <tr> <td>Week 2: Liturgical Colours</td> <td>Week 7: Revisiting presentations</td> </tr> <tr> <td>Week 3: St Mary of the Cross Mackillop & Transfiguration</td> <td>Week 8: The Parable of the Treasure</td> </tr> <tr> <td>Week 4: The Assumption</td> <td>Week 9: Prayer Gestures: Genuflecting and Bowing</td> </tr> <tr> <td>Week 5: The Forgiving Father</td> <td>Week 10: Liturgical Calendar</td> </tr> </table>	Week 1: The Centurion's Servant	Week 6: The True Vine	Week 2: Liturgical Colours	Week 7: Revisiting presentations	Week 3: St Mary of the Cross Mackillop & Transfiguration	Week 8: The Parable of the Treasure	Week 4: The Assumption	Week 9: Prayer Gestures: Genuflecting and Bowing	Week 5: The Forgiving Father	Week 10: Liturgical Calendar
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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 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: Students will be participating in our whole school public speaking competition by adapting a narrative and presenting it to an audience. <i>Year Two will be writing their speech at home after exploring speech writing at school.</i> In preparation for public speaking, the children will be required to speak in front of the class for a news topic during the first few weeks. As parents and carers will be helping write the speech at home, no home preparation for this needs to take place.</p> <p>Modelled Reading: <u>George's Marvelous Medicine by Roald Dahl</u></p>										
<p>Mathematics</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Big Idea</th> <th style="width: 50%;">Outcomes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Throughout Weeks 1-5;</i> Fractions are all around us</p> </td> <td style="vertical-align: top;"> <p>Working Mathematically Number & Algebra Forming groups</p> <p>Measurement and Space Non-Spatial Measure Geometric Measure 2-Dimensional Spatial Structure</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p><i>During weeks 6-8;</i> Sometimes things change and move location</p> </td> <td style="vertical-align: top;"> <p>Working Mathematically Number & Algebra Forming Groups</p> <p>Measurement and Space 2-Dimensional Spatial Structure Geometric Measure</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p><i>During weeks 9-10;</i> What needs to be measured determines the unit of measurement</p> </td> <td style="vertical-align: top;"> <p>Measurement and Space 3-Dimensional Spatial Structure Non-Spatial Measure</p> </td> </tr> </tbody> </table>	Big Idea	Outcomes	<p><i>Throughout Weeks 1-5;</i> Fractions are all around us</p>	<p>Working Mathematically Number & Algebra Forming groups</p> <p>Measurement and Space Non-Spatial Measure Geometric Measure 2-Dimensional Spatial Structure</p>	<p><i>During weeks 6-8;</i> Sometimes things change and move location</p>	<p>Working Mathematically Number & Algebra Forming Groups</p> <p>Measurement and Space 2-Dimensional Spatial Structure Geometric Measure</p>	<p><i>During weeks 9-10;</i> What needs to be measured determines the unit of measurement</p>	<p>Measurement and Space 3-Dimensional Spatial Structure Non-Spatial Measure</p>		
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<p>Geography</p> 	<p>Students will be exploring this unit through inquiring about; <i>How can we care for the Earth that provides for us?</i></p> <p>Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.</p> <p>Students explore how the Earth's resources are used and investigate their conservation. Stage 1 of this strand introduces students to regular atmospheric and astronomical events and their effect on the Earth and develops students' understanding of sustainability.</p>										
<p>PDHPE</p> 	<p>PERSONAL DEVELOPMENT/HEALTH:</p> <p>We will continue with Second Steps for the first few weeks with a focus around problem solving. We will then start a Child Protective unit where the students will develop an understanding of appropriate and inappropriate physical, social and emotional interactions between themselves and those around them. They will recognise situations when they require support and assistance, as well as identify trusted sources of help.</p> <p>Sport: Bend don't break!</p> <p>This unit will provide the students with an opportunity to learn/improve gymnastics skills using a range of body and fundamental movement skills. Students will be given the opportunity to participate in a variety of activities, aiming to improve their balance, body movement and fundamental motor skills.</p>										

Creative Arts 	Creative Chemicals Throughout this unit students will learn the elements and techniques of design (line, position, direction, shape, size, colour, tone and texture) required to create visual artworks. Students will integrate knowledge from the geography unit and English modelled text, George's Marvellous Medicine as inspiration and guidance for these visual artworks. Forms: Drawing Painting Printmaking Sculpture/3D Ceramics Fibre Photography Digital Subject Matter: People, Other living things, Objects, Places and Spaces Events Dance, Drama and Music will be taught by Mrs Jannette Whyte
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Specialist classes and Sport days

<u>Gold class</u>	<u>Tuesday</u> Sport	<u>Wednesday</u> Creative arts	<u>Thursday</u> Japanese, Library	<u>Friday</u> Fitness
<u>Blue Class</u>	<u>Tuesday</u> Library, Sport	<u>Wednesday</u> Japanese	<u>Thursday</u> Creative Arts	<u>Friday</u> Fitness

Communication with teacher

DIARIES

Diaries come to and from school each day and are the main communication tool between year two parents/carers 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.*

COMMUNICATING WITH STAFF

We are always happy to meet with you to discuss any issues or questions you may have. We do however ask that you make an appointment by contacting us via a diary note, phoning the office or emailing the office (scw@dbb.catholic.edu.au), so that we can make a suitable time for both of us. 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!

Homework

Compulsory Homework: 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. In addition to reading this term, the students will be expected to compose their speeches at home. Possible plans they may use will come home on **Friday of Week 2**. The speeches need to be written at home and brought back to school by **Friday of Week 4**.

IMPORTANT DATES

31st July	Grandparents Day
2nd August	Plans to be sent home to use for public speaking
7th August	Year 2 Faith and Learning Walk & Liturgy
8th August	Staff Spirituality Day
15th August	Whole school Assumption Mass 9.30 @Hall
17th August	Year 2 Weekend Mass @5.00pm St Cecilia's Church
Friday Week 4	Public Speaking Speeches due back to school
19th August	Year 2 Parish Mass 9.15 @ St Cecilia's Church
20th August	Y2 Geography Excursion (Details to come)
Week 6	Public Speaking Class Level
29th August	Father's Day Breakfast, Liturgy & Book Week Parade
Week 7	Public Speaking Grade Level
Week 8	Public Speaking Stage Level & Wellbeing Week
Week 9	Public Speaking Showcase

*We look forward to a fantastic term together,
Rebecca Ross, Emily Adcock, and Anastasia Cattabriga*