



Year 2 - 2024 Term 2 Overview

Hello and welcome to Term 2!

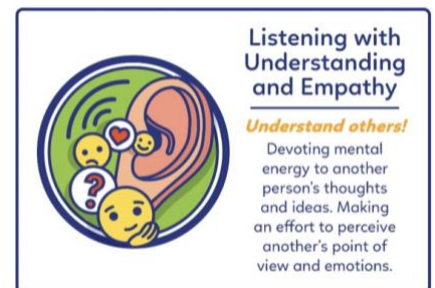


Hello and welcome back for Term Two. Our main focus this term will be around our Integrated Studies unit on Health. The students will participate in a Life Education program around safety, caring for others and where they can seek help and support. The program will include a lesson onsite led by Life Education staff. Healthy Harold (Life Education mascot) will also come and visit the students at an assembly.



The students will continue to participate in our cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion focusing on balancing 'screen' and 'green' time. Follow-up lessons will occur throughout the term to support this important program and our students' learning.

Throughout the term, the students will continue to be supported through a variety of engaging learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to view any mistakes as potential learning opportunities. This term we will be focusing on the Habits of Mind, 'Listening with Understanding and Empathy' and 'Gathering Data Through the Senses'. The four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful', that are further complemented by the key principles of 'The Resilience Project', Gratitude, Empathy/Kindness and Mindfulness (GEM).



We look forward to a fabulous term!

RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

Jesus

The students will grow in understanding that:

- Jesus asks us to follow his example of how to live
- when we help and share with others, we are responding to God's call to love others.



Baptism

The students will grow in understanding that:

- Baptism celebrates our initiation into the Catholic Church
- Baptism celebrates our life with God, Jesus and the Holy Spirit.

INTEGRATED TOPIC

Safety First



The students will:

- explore the importance of keeping safe at school, at home, on the road and near water
- explore the importance of road rules and strategies that help to keep us safe when using roads and footpaths
- recognise safe and unsafe environments
- identify ways to care for themselves and others
- identify people and places they can go to for help
- understand that our senses can help us keep us safe and help us learn about our local environment.

MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include:

- skip counting forwards and backwards by 10s, on zero and non-zero numbers (e.g. 10, 20, 30, etc., 3, 13, 23, etc.)
- skip counting forwards and backwards by 2s and 5s
- doubles and halves number facts
- ten and five times multiplication facts
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 2 students, *understanding* would include identifying and describing the relationship between addition and subtraction; *fluency* would include strategies for addition and subtraction, including doubles, near doubles, facts to ten, ten more or ten less and build to ten; *problem-solving* would include making models and using number sentences that represent problem situations; and *reasoning* would include using known facts to work out strategies for unfamiliar calculations.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will continue to develop a range of mental and written strategies to solve addition and subtraction problems. Strategies include:

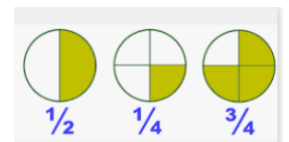
- counting on and counting back
- bridging to ten
- doubling
- near doubles
- adding and subtracting ten or one hundred
- using mathematical tools and materials such as number lines, hundred charts, MAB, etc., to represent and solve problems involving addition and subtraction.



Fractions

The students will:

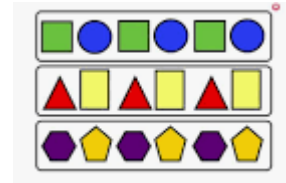
- use concrete materials to model a half, a quarter or an eighth of a whole object or collection
- recognise that fractions refer to equal parts of a whole, e.g. all four quarters of an object are the same size
- record equal parts of whole objects, shapes and collections, and the relationship of the parts to the whole, using pictures and the fraction notation for half ($\frac{1}{2}$), quarter ($\frac{1}{4}$) and eighth ($\frac{1}{8}$)
- use fraction language in a variety of everyday contexts, e.g. the half-hour, one-quarter of the class.



Pattern

The students will:

- identify and describe patterns when skip counting forwards or backwards by 1s, 2s, 5s and 10s from any starting point
- represent number patterns on number lines and number charts
- recognise, copy and continue given number patterns, and patterns with objects or symbols, that increase or decrease
- create, record and describe number patterns and patterns with objects or symbols, that increase or decrease
- model and describe 'odd' and 'even' numbers using counters paired in two rows.



Measurement and Geometry

Measurement

The students will:

- use informal units to compare and order shapes and objects based on length, area, volume and capacity, e.g. comparing lengths using finger length or icy pole sticks,
- compare areas using the palm of the hand or a stone
- compare capacities using a range of different-sized containers.

Geometry

The students will:

- describe and draw regular two-dimensional shapes
- describe the features of three-dimensional objects.



ENGLISH

Reading

The students will read a variety of fiction and non-fiction texts to develop their decoding skills and fluency. They will participate in modelled, shared, guided and independent reading opportunities.

The students' comprehension skills will be developed by identifying the literal and implied meanings in texts.

The following reading strategies will be further developed:

- blending and segmenting words (identifying the sounds within words)
- visualisation
- summarising texts using key ideas.



The students will:

- discuss the characters and settings of a variety of narrative texts
- identify the setting, problem and solution in different narratives
- further develop their recognition of high-frequency words.

Writing

The students will create texts by responding to various written and visual prompts. The students will focus on:

- planning ideas before writing, by using strategies such as drawing, writing keywords, sharing with a partner
- expressing ideas in sentences
- developing a wider vocabulary
- applying correct sentence structure and text structure
- creating short texts that reflect a sequenced development of ideas and characters.



Grammar & Punctuation

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term, the students will explore:

- verbs
- pronouns
- adjectives
- ending punctuation, e.g. '.', '?', '!'.

Word Study

A variety of strategies will be developed throughout the year in order to assist the students to become independent and successful spellers. The focus will be on word meaning and usage in writing and oral language.

The word study program consists of:

- phonological awareness (letter/sound knowledge)
- accurately spelling high-frequency words
- developing knowledge of sound and letter patterns when spelling
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CCVC words (consonant, consonant, vowel, consonant e.g. 's-t-o-p', 'c-h-o-p') focusing on initial consonant blends.



Handwriting

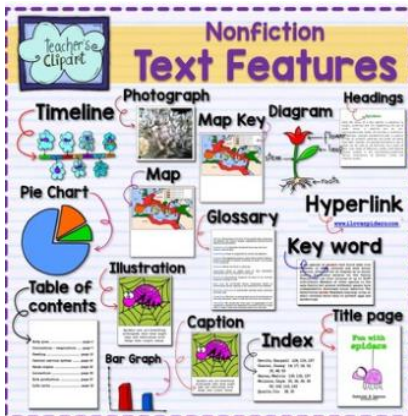
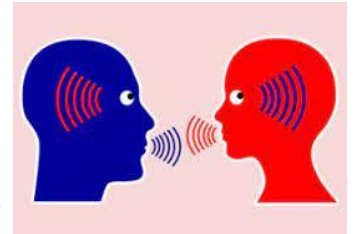
The students will focus on letter formation, direction, placement of lower and upper case letters on dotted third lines, as well as pencil grip and good writing posture.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their communication skills.

The focus this term will be:

- engaging in discussion using active listening behaviours
- listening for specific purposes and information, including instructions
- developing active listening skills, such as maintaining eye contact, asking questions
- extending their own and others' ideas in discussions through comments and questions
- speaking clearly and varying their tone, volume and pace appropriately.



LIBRARY

Learning in the library this term will focus on the non-fiction section of the library. Students will develop information literacy skills and understand how to use non-fiction text features to define, locate and present information. Non-fiction text features include the table of contents, index, glossary, headings, bold words, sidebars, pictures and their captions, and labelled diagrams.

Library borrowing day is Friday - students require their library bag to borrow.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project



'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.

The topics that will be covered this term are:

- 'Gratitude Appreciation': understanding that we have many things to be grateful for
- 'Inclusion': describing how people may feel when they are excluded
- 'In their Shoes': understanding how someone else may be feeling
- 'Mindfulness Jar': creating mindfulness jars to help us be more mindful
- 'Cloud Dreaming': practising being in the moment when being mindful.

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue to participate in the 'Inform and Empower' program. The focus this term is on balancing screen time, healthy digital habits and putting down the tech.



The students will:

- explore how to balance 'screen time' with 'green time'
- use songs and movements to transition from screen time
- use the iPads and apps at school appropriately and responsibly.

Blue-Bots

The students will continue to learn about safe ways to use common digital hardware, such as iPads, and program Blue-Bot robots.



The students will:

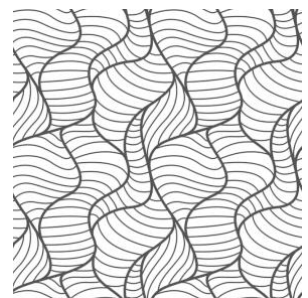
- compose and follow clear, simple, step-by-step instructions, such as following a path around the classroom, moving from one space to another etc.
- write and enter a simple set of instructions on the Blue-Bot robots to program them to follow specific pathways
- program the Blue-bots to follow specific pathways using the iPad app.

Meaghan A'Hearn

VISUAL ARTS

The students will:

- use a variety of horizontal and vertical lines to create complex patterns
- fill in spaces with patterns
- create a contour drawing using patterns
- respond to visual artworks by describing ideas.



Tilla Ricci

HOME READING

The students are expected to read every night. They will be responsible for changing their take-home books on Mondays, Wednesdays and Fridays, however students are welcome to do so more often, should they wish. Please ensure that students bring their book bag whenever they change their books. The students have Reading Diaries which are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.

ITALIAN

I Giocattoli (toy maker):

This term, the students will learn about adjectives to describe size, colour and texture. They will work towards being able to describe a toy from home through a show-and-tell experience.

The students will also continue to revise their understanding of numbers to 20 and beyond; as well as express how they are feeling.

During the term, the students will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art.

Signora Merola



PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills.

The students will:

- experience pitch and melody (stepping up, stepping down, the C major scale) in music through singing and playing instruments
- play along to music using percussion instruments to practise rhythm, listening, ensemble and performance skills
- explore tuned percussion through a collection of songs that have simple tuned percussion parts
- participate in Drama activities based on the topic of 'Celebrations and Special Events'.



Karil Torcasio



PHYSICAL EDUCATION

The students will focus on mastering the essential fundamental motor skills of running and catching through a series of games and sports. They will learn and apply concepts of acceleration and deceleration within various game situations, which will help them understand movement and speed in relation to space and timing. Emphasising fair play, students will be continually encouraged to engage in positive interactions, demonstrating respect for their peers and the rules of the games.

Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- compare what living and non-living things can and cannot do
- understand that living things grow, change and reproduce
- observe and compare the patterns of growth and change in living things
- describe patterns and make predictions.

Living Things	Non-Living Things
<ul style="list-style-type: none">▪ Can grow▪ Can move▪ Can feel▪ Can breathe▪ Can reproduce▪ Need water and food to survive▪ Die	<ul style="list-style-type: none">▪ Cannot grow▪ Cannot move▪ Cannot feel▪ Cannot breathe▪ Cannot reproduce▪ Neither eats nor drinks▪ Don't die, either break or get damaged

Janelle Baldwin

REMINDERS

Mondays:

- Assembly
- Digital Technology

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesdays:

- Classroom Sport - sport uniform to be worn

Thursdays:

- Huff N Puff 8.55-9.05am
- Science

Fridays:

- Visual Art - art smock required
- Library - library bag required for borrowing

Sport uniform to be worn on Tuesdays and Wednesdays.

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.