



Year 2 - 2024 Term 1 Overview

Welcome to the 2024 school year! This year will be an engaging and fun-filled year of learning opportunities.

The students will be involved in activities such as a hockey incursion, our annual pancake-making on Shrove Tuesday and Class Masses. This year, we are continuing with our cyber safety program, 'Inform and Empower Digital Safety and Wellbeing Program'. This digital safety and wellbeing program will include a live-streamed incursion each term. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



The students will be further developing the many attributes that contribute to becoming successful lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem-solving, life-related skills. This term, the students will be focusing on 'Managing Impulsivity' and 'Thinking About Your Thinking: Metacognition'. Learning tasks will also embed the '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication.

The above approaches align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer and regular Christian meditation led by the students, are an integral part of our Religious Education program.

Choices

The students will grow in understanding that:

- Jesus teaches us how to love and forgive
- Jesus is our model and teacher in making good choices and decisions.

Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter, we remember and commemorate Holy Week
- the Easter story helps us to better understand Jesus' love for us.



INTEGRATED TOPIC

All in This Together

The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- identify the benefits of being part of our class and school community
- recognise the importance of belonging to various groups, including our school and parish
- select and choose strategies that help keep us healthy and safe.



MATHEMATICS

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

- counting forwards and backwards by 1s and skip counting forwards and backwards by tens
- counting on and counting back by 1, 2, 3 with two- and three-digit numbers
- number facts of 5, 6, 7, 8, 9 and 10, e.g. $5 = 1 + 4$, $2 + 3$ or $7 = 5 + 2$, $6 + 1$ (partitioning)
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 2 students, *understanding* would include partitioning and combining numbers flexibly; *fluency* would include reading and writing numbers to 1000; *problem-solving* would include using partitioning and renaming numbers; and *reasoning* would include explaining how to find the number 100 more or less, or 10 more or less.

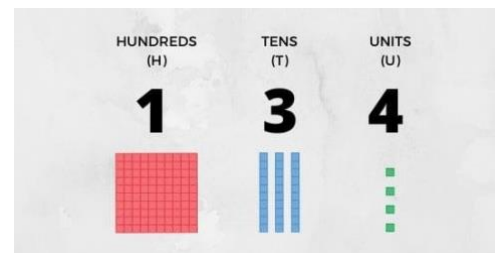
The following topics will be covered this term:

Number

Place Value

The students will:

- identify the number 'before' and 'after' given numbers
- read and write three-digit numbers and beyond
- identify the value of digits within a number – e.g. $123 = 1$ hundred, 2 tens and 3 ones
- order numbers
- add and subtract 10 or 100 to/from three-digit numbers.



2:00 - It's two o'clock.	2:30 - It's half past two.
2:05 - It's five past two.	2:35 - It's twenty-five to three.
2:10 - It's ten past two.	2:40 - It's twenty to three.
2:15 - It's quarter past two.	2:45 - It's quarter to three.
2:20 - It's twenty past two.	2:50 - It's ten to three.
2:25 - It's twenty-five past two.	2:55 - It's five to three.

Measurement and Geometry

Time

The students will:

- describe durations of time
- name and order months and seasons
- become familiar with the features of a calendar
- tell the time using appropriate language, such as 'past' and 'to'.

Measurement

The students will:

- compare and order several shapes and objects, based on length, area, volume and capacity, using appropriate, uniform, informal and formal units, e.g. icypole sticks, measuring cups.

Statistics and Probability

The students will:

Chance

- identify activities and everyday events that involve chance
- describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.

IMPOSSIBLE The chance of picking a green cookie is impossible. It cannot happen.	LIKELY The chance of picking a pink cookie is likely. It will probably happen.
EQUAL WON'T HAPPEN	CERTAIN

ENGLISH

The students will read, respond to and compose a range of texts. They will explore various texts to develop their knowledge, skills and understanding, and communicate their ideas through speaking, listening, drawing and writing.

Reading

The students will read a variety of fiction and non-fiction texts to develop their decoding and fluency skills. The students' comprehension skills will be developed by identifying the literal and implied meanings in texts.



The following reading strategies will be developed:

- blending and segmenting words (identifying the sounds within words)
- recalling facts and details
- making predictions.

Writing

The students will:

- plan before writing by using strategies such as drawing, writing keywords, sharing with a partner
- use 'hands-on' learning experiences as a springboard for writing
- use their increasing knowledge of sounds and blends to write sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



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:

- nouns
- adjectives
- ending punctuation, e.g. '.', '?', '!'.

Word Study



A variety of strategies will be developed throughout the year to assist the students to become independent and successful spellers. The focus will also be on word meaning, and its usage when writing and speaking.

The word study program consists of:

- high-frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CVC words (consonant, vowel, consonant e.g. 'pig') focusing on short vowel sounds.

The students will be focusing on the following letter/spelling sounds:

- 'b', 'bb' sound, as in 'balloon', 'ribbon'
- 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', x 'ch' sound, as in 'kite', 'car', 'queen', 'sock', 'fox', 'school'
- 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck' and 'paddle'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'
- 'o', 'a' and 'au' sound, as in 'orange', 'watch' and 'auto'
- 'i' sound, as in 'igloo'.

Handwriting

During the term, the students will further develop their skills with a focus on letter formation and direction, the placement on lines of lower and upper case letters, 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 oral communication skills.

The focus this term will be:

- using appropriate language and vocabulary for appreciating and responding to texts
- exploring different ways of expressing emotions, including verbally, visually, through body language and facial expressions
- developing active listening skills, such as maintaining eye contact and asking questions
- discussing how authors create characters using language and images.



LIBRARY

In the library, the students will:

- explore and become more familiar with the library layout and procedures for borrowing and taking care of books
- understand literary elements such as setting, characterisation, plot sequence and mood through a study of author Aaron Blabey.

The students are encouraged to be responsible for remembering their Library lesson day and they require a protective library bag, labelled with both their first name and surname. A library bag protects the books, makes it easier for students to carry and ensures the Library book is kept separate from household books when not in use (making it easier to locate!).



Library borrowing day is Friday.

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 Hearts* - reflecting on things we are grateful for
- *Empathy Role-play* - developing an understanding of the term 'empathy'
- *Happy Minds* - practising meditation as a mindfulness strategy
- *Emoji Emotional Faces* - identifying different emotions
- *Gratitude Jar* - identifying things that we are grateful for in our lives.

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will participate in the 'Inform and Empower Digital Safety and Wellbeing' program. The focus this term is on understanding the internet, who are their 'trusted adults', and our feelings when using the internet.

The students will:

- explore how to safely use the Internet to communicate
- identify trusted adults they can go to for advice
- use the iPads and apps at school appropriately and responsibly.



Meaghan A'Hearn



VISUAL ARTS

The students will:

- explore the use of shape and pattern in art
- create patterns using shapes and lines
- use patterns to create a 3D artwork
- consider colour, space, emphasis and texture in the layout of their artwork.

Tilla Ricci

ITALIAN

Ciao, Buongiorno (Hi, Good Morning)

To commence this term, the students will be revising greetings and extending their vocabulary on ways to greet each other. They will learn how to express how they are feeling through developing their vocabulary for common emotions, and apply this vocabulary to participate in simple conversations. Additionally, the students will explore numbers 1-20 and use this understanding in game-based activities.

Signora Merola



PERFORMING ARTS

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

- learn songs and play music games and instruments to explore and develop their musical skills
- continue exploring the difference between beat and rhythm in music and learn new rhythm patterns
- take part in individual and small-group drama improvisations, focusing on experiencing the roles and situations they create
- take turns in offering and accepting ideas in drama activities.



Karil Torcasio

PHYSICAL EDUCATION

This term, the students will be engaged in a range of skills and games to support the development of their physical and interpersonal skills. They will continue to explore safety and responsibility in movement activities, including rules and procedures, and sharing space and equipment.

The students will:

- consolidate and master the fundamental motor skill of run
- explore the skills and rules of cricket and soccer.

Coach Bruno

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will continue to develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- identify the materials that everyday objects are made of
- compare and classify natural and manufactured materials
- understand and describe how everyday materials can be changed, through bending, twisting and stretching, or when heating and cooling.



Janelle Baldwin

HOME READING

The students are expected to read every night. They are welcome to read books from home or choose take-home books from school. They will be responsible for changing their take-home books on Mondays, Wednesdays and Fridays. Please ensure that the students bring their reading folder whenever they change their books. The students use Reading Logs to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the Log each night. Reading Logs are to be submitted to their classroom teacher each Monday.

REMINDERS

Monday:

- Visual Art - art smock required

Tuesday:

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

Wednesday:

- Classroom Sport - sport uniform to be worn

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science

Friday:

- Digital Technology
- 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 your child's teacher/s during the school year with any concerns, questions or information. If you would prefer to meet with one of us, please email to arrange a mutually convenient time.