



## Year 2 - 2025 Term 1 Overview

Welcome to the 2025 school year! This year will be an engaging and fun-filled year of learning opportunities.

The students will be involved in a range of activities including our annual pancake-making on Shrove Tuesday and Ash Wednesday Mass. 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 '**Listening with Understanding and Empathy**' and '**Persisting**'. 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, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

The learning units that will be explored this term are:

- *We are Gifted*
- *Our Easter Journey.*



### **INTEGRATED TOPIC**

***'We Belong' - Health, Personal and Social Capabilities***

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.



## **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.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

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.

### **Number**

- *Place Value*
- *Addition*
- *Subtraction*

### **Measurement**

- *Time*

thousands	hundreds	tens	ones
4	0	7	4
4,000	000	70	4

## **ENGLISH**

The English language comprises 44 phonemes - the units of sounds that make up words. These phonemes are represented in writing by symbols known as graphemes - the letter or group of letters that represent each sound unit that we read or write. This year, we will be further developing our whole school phonics approach to reading, spelling and writing through the implementation of, '*Little Learners Love Literacy*' learning and teaching program in Year 2.

The '*Little Learners*' program focuses on phonemic awareness (the ability to notice and work with the individual sounds - phonemes - that combine to form spoken words), the alphabetic code (phonics), vocabulary and the explicit linking of reading, spelling and writing.

### **Reading**

The students will focus on phonemes through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /s/ /a/ /t/ = sat
- segmenting (decoding) words into sounds, e.g. pit = /p/ /i/ /t/
- deleting and playing with the sounds in spoken words - changing the onset and rime - to make new words, e.g. /h/ + at, /m/ + at, /p/ + at, /c/ + at etc.
- practising high-frequency 'sight' words such as, 'I', 'the', 'my'.

The phonemes focused on this term:

- 'ai', 'ay', 'ee', 'ea', words ending in 'y', 'igh', 'ie', 'oa'
- revision of short vowels.

### **Writing**

Using the phonemes 'ai', 'ay', 'ee', 'ea', words ending in 'y', 'igh', 'ie', 'oa', the students will practice writing and identifying the graphemes that represent them, and spelling through learning activities such as:

- blending (encoding) sounds into written words, e.g. /s/ /a/ /t/ = sat
- practising high-frequency 'sight' words such as, 'I', 'the', 'my'.



The students will:

- plan before writing by using strategies such as drawing, writing keywords, sharing with a partner
- use learning experiences and texts as a springboard for writing
- use their increasing knowledge of phonemes to write words to form 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 will be reinforced through our Literacy program - 'Little Learners Love Literacy'

This term, the students will explore:

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

### ***Handwriting***

During the term, the students will further develop their skills with a focus on letter formation and direction, the placement of lower and upper case letters on lines, as well as pencil grip and good writing posture. This term we will be focusing on the 'i' family - downstroke movement: Ll, Tt, li, Jj.

### **Speaking & Listening**

The students will:

- use a range of vocabulary associated with the weekly phoneme through the Little Learners Love Literacy Program
- explore different ways of expressing emotions, including verbally, visually, through body language and facial expressions
- develop active listening skills, such as maintaining eye contact and asking questions
- rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (Show and Tell).



**Library borrowing day is Thursday.**

### **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 of 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.



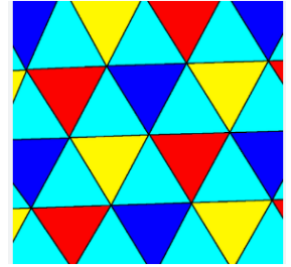
Mimma Roach

## **VISUAL ARTS**

The students will:

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

Tilla Ricci



## **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.



## **ITALIAN**

Il Regno Degli Animali (*The Animal Kingdom*)

The students will learn about different animals, developing their vocabulary to name them, where they live and use simple descriptive adjectives. To support the building of vocabulary, the students will participate in games and join in singing songs. Additionally, to celebrate the Carnevale in Venice, they will learn about traditional characters and make masks.

Throughout the term, the students will regularly engage in the reading of Italian picture books to support exposure to new vocabulary as well as being immersed in the fluency and intonations of the Italian language.

Signora Merola

## **PERFORMING ARTS**

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The main focus will be a unit called, 'Drama about Self', which will involve using expressive skills such as voice, movement and facial expression.



Karil Torcasio

## **PHYSICAL EDUCATION**

This term, Year 2 students will be refining and mastering their fundamental motor skill of running; and consolidating their dodging skills.

Coach Bruno



## **SCIENCE**

The focus this term is on Chemical Sciences.

The students will:

- identify what materials are made of
- compare how materials are the same and different
- make predictions about the changes that will happen to materials when they are combined
- closely observe and describe the changes that happen to materials when they are combined.

Janelle Baldwin

## **REMINDERS**

### **Monday:**

- Visual Arts - art smocks are required
- Show and Tell
- Assembly, changing to 2.45pm each Monday from March 17

### **Tuesday:**

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

### **Wednesday:**

- Digital Technologies
- Show and Tell

### **Thursday:**

- Science
- Library - library bags are required for borrowing

### **Friday:**

- Show and Tell

## **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.

## **IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Date</u></b>	<b><u>Activity</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
February 21	Welcome Picnic	6-8.30pm	Top court playground
February 25	Open Day #1	All day	
March 4	Shrove Tuesday	All day	
March 5	Ash Wednesday whole school mass	9.15am	MI Church
March 10	Labour Day Public Holiday - no school	All day	
March 11	Open Day #2	All day	
March 12	Celebration of Learning	2.15-3.15pm	Classrooms
March 13	SAC Meeting	7pm	MIPS Board Room
March 25	PLP Meetings		
March 26	Year 1 & Year 2 Class Mass	9.15am	MI Church
March 27	Sacrament of Reconciliation	6pm	MI Church
April 1	PLP Meetings		
April 3	Open Day #3	All day	
April 4	End Term 1 - Students dismissed 1pm	1pm	