



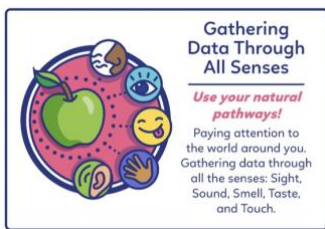
Year 2 - 2025 Term 3 Overview

Welcome back to Term 3! It's going to be a fun and jam-packed Term 3 with many rich learning opportunities for the students.

This term the students will participate in a range of exciting learning experiences during Science Week, as well as a whole school incursion in the 'Science Discovery Dome'. As always, we will be celebrating Book Week, exploring the shortlisted books and participating in our annual Book Week Activity Day. We also have our Performing Arts Showcase to look forward to in Week 9! To conclude our term we will finish off with our much-enjoyed Footy Day where we can celebrate our favourite AFL/Sporting teams.



The students will continue to participate in our cyber safety program, 'Inform and Empower'. This digital safety and well-being program will include a live-streamed incursion to begin the term. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



The students will be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions and to view any mistakes as potential learning opportunities. This term, we will be focusing on the Habits of Mind, 'Gathering Data Through All the Senses' and 'Creating, Imagining and Innovating'.



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:

The Senses:

In this unit, the students will grow in appreciation that their senses are gifts from God for them to use and enjoy.



Parish Life:

In this unit, the students will be given the opportunity to explore the unique and diverse nature of parish life.

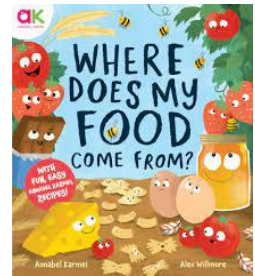


INTEGRATED TOPIC

Where does our food come from?

The students will:

- increase knowledge and familiarity with common fruits and vegetables
- match common foods to their original food source
- describe food using the five senses
- identify plants and animals that are grown for food
- sort food according to the food group categories.



Our school is also lucky enough to be taking part in Dairy Australia's *Picasso Cows* program, which will be taking the students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!

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 2s, 4s and 5s
- doubles plus 1, doubles minus 1
- two and four times multiplication facts
- 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' them 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 identifying and describing the relationship between multiplication and division; *fluency* would include skip counting and linking this to multiplication and division situations; *problem solving* would include making models and using number sentences that represent problem situations; and *reasoning* would include using known facts to derive strategies for unfamiliar calculations, and comparing and contrasting related models of operations.

The following topics will be covered this term through a variety of whole-class, small-group, partner and independent learning activities:

Number

Division



The students will:

- model division by sharing a collection of objects equally into a given number of groups, and by sharing equally into a given number of rows or columns in an array
- solve division problems using objects, diagrams, imagery and actions
- support answers by demonstrating how an answer was obtained.

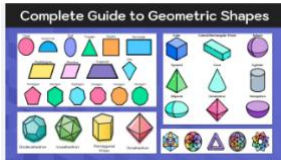
Multiplication

The students will:

- use concrete materials to model multiplication as equal 'groups' and by forming an array of equal 'rows' or equal 'columns'
- describe collections of objects as 'groups of', 'rows of' and 'columns of'.



Space



The students will:

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

ENGLISH

The English language is comprised of 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 are 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 the phonemes 'ow', 'ou', 'oi', 'oy', 'oo', 'a-e', 'a', 'i-e', 'i', 'e-e', 'e', 'o-e', 'o' this term through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /b/ /oi/ /l/ = boil
- segmenting (decoding) words into sounds, e.g. rise = /r/ /i/ /se/
- deleting and playing with the sounds in spoken words - changing the onset and rime - to make new words, e.g. /fl/ + at, /ch/ + at, /spl/ + at, /dr/ + at etc.
- practising high frequency 'sight' words such as, 'trees', 'grass', 'doctor'
- exploring 'er' suffix.



Writing

Using the phonemes 'ow', 'ou', 'oi', 'oy', 'oo', 'a-e', 'a', 'i-e', 'i', 'e-e', 'e', 'o-e', 'o', 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. /p/ /l/ /oy/ = ploy
- practising high-frequency 'sight' words such as, 'down', 'please', 'were'.



The students will:

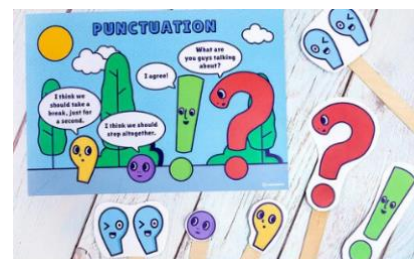
- plan before writing by using strategies such as drawing, writing keywords, or sharing with a partner
- use learning experiences and texts as a springboard for writing
- use their increasing knowledge of phonemes to write words to form sentences
- express their ideas in simple sentences and short texts,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

Each week a mentor text is used to guide and support the writing and reading program. Mentor texts are anchor texts that are used as examples for students, modelling genres of writing, grammatical skills, conventions of writing, and other writing skills. They may include short stories, picture-story books, novels, poems etc. These texts provide students with examples of the standard or skill they are working on, providing authentic, real-world examples for the students to model their learning on.

Language Conventions (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. '.', '?', '!'.
- identifying compound sentences and use conjunctions 'and', 'but' and 'because'
- identifying all sentence types: statement, command, question and exclamation.



These will be explored as part of the Little Learners Love Literacy Program as well as throughout the overall English program.

Handwriting

The students will:

- practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines
- use the correct pencil grip and writing posture.



Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills. The students will prepare and present a short oral presentation as part of our Show and Tell program. Please see the separate handout with weekly topics.



The focus this term will be:

- listening for specific purposes and information, including instructions
- developing active listening skills, such as maintaining eye contact, asking questions
- discussing their ideas, thoughts and experiences
- expressing their opinions about texts.

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 through the term.



The topics that will be covered this term are:

- 'Bouncing Back': bouncing back when things don't go our way
- 'Together Everyone Achieves More': identifying strategies to improve teamwork
- 'Family Gratitude': showing gratitude to our carers
- 'Role Plays with a Challenge': reacting to different situations
- 'Co-operation': playing co-operatively
- 'Mindful Time': describing our emotions after we have been mindful.

VISUAL ARTS

The students will:

- use contrasting colours and textures to make their pieces more visually appealing: rough and smooth, light and dark, thick and thin
- explore contrast as a way to understand their world, and be inspired to create colourful artwork.

Tilla Ricci



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 usernames and passwords, keeping information private and our digital footprint.



The students will:

- understand there are some types of information they need to keep private, such as our address
- explore that if someone online asks them for any personal information, they need to tell one of their trusted adults who can help them block & report
- understand that they don't share personal information because the internet can be accessed by everyone and not everyone is a trusted person.

This term the students will also be exploring the coding app, 'Scratch Jr'. Scratch Junior is a program where the students program blocks (of code) to make characters move, jump, dance and sing. The students can modify characters in the paint editor, add their own voices and sounds and then use the programming blocks to make their characters come to life.



The students will:

- add new characters and backgrounds
- use blocks for movement in different directions
- create short sets of sequenced instructions
- create and program their own interactive stories and games, including designing characters, changing backgrounds, programming their characters to move etc.
- learn strategies for debugging and editing to improve their character movements.

Mimma Roach

HOME READING

The students are expected to read every night. They have access to Little Learners Online, using the online readers for home reading. Books have been allocated for each child that are appropriate to their reading stage. The online books can be read independently by the students, or can be read with and to parents. At the end of the text there are a series of activities to be completed, including comprehension questions. New texts will be allocated to the students periodically, but the students will still have access to previously read titles, which they can continue to read to help build fluency.



Each student has been assigned their own Username and Password to access their allocated texts using the Little Learner Love Literacy Online Portal.



ITALIAN

This term, the students will explore fundamental Italian vocabulary. They will begin with 'i colori' (colours) and 'i numeri fino a 30' (numbers up to 30), helping them build their basic language skills through fun and interactive activities.

The students will also learn to talk about 'i compleanni' (birthdays). To enrich cultural understanding, they will celebrate 'La Festa del Papà' (Father's Day), connecting language learning with Italian traditions.

Finally, the students will practise the Italian 'alfabeto' (alphabet), laying the groundwork for reading and pronunciation. Throughout the term, these topics will help the students continue to develop confidence in speaking and listening in Italian through fun and creative activities.

Signora Lauren

PERFORMING ARTS

This term, the main focus will be preparing the students for the upcoming Performing Arts Concert. The students will:

- build confidence in performing by developing a sense of ease and self-assurance on stage
- practise accurate vocal pitch through targeted vocal placement techniques
- learn and rehearse the movements and choreography required for their performances
- develop skills in ensemble work, learning how to perform effectively as part of a group
- engage in a fun, collaborative and rewarding creative process.



Karil Torcasio

PHYSICAL EDUCATION

The students will continue to develop their Physical Education skills by engaging in a range of activities that consolidate the fundamental motor skills of 'kick' and 'ball bounce', and introduce the fundamental skill of punting. The students will:

- consolidate kicking skills by practising with different objects (e.g., soccer balls, foam balls), varying speeds, distances and levels of control.
- consolidate ball bounce techniques, focusing on hand placement, consistent rhythm and movement while bouncing (e.g., walking, dribbling).
- practise proper punting technique, including ball drop, foot contact and follow-through for distance and accuracy.
- participate in skill-based drills and dynamic games to improve kicking precision, ball bounce control and punting coordination.

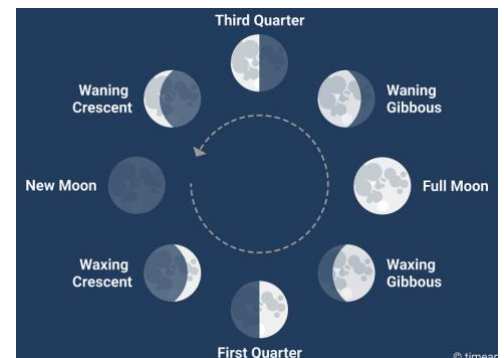
Coach Bruno

SCIENCE

The focus this term is on Earth and Space Sciences.

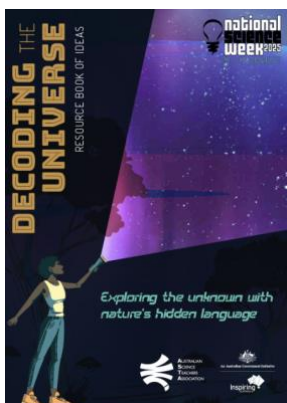
The students will:

- investigate the planets in our Solar System, including Earth's place within it
- identify and model the moon cycle
- investigate how shadows change as a result of the Sun.



The students will also celebrate National Science Week in August. This year's theme is '*Decoding the Universe – Exploring the unknown with nature's hidden language*'. Throughout this week, the students will participate in a whole-school Science Week Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.

We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless! I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.



Janelle Baldwin

REMINDERS

Monday:

- Visual Arts - art smocks are required
- Assembly 2:45pm fortnightly - see school calendar for dates

Tuesday:

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

Wednesday:

- Physical Education - sport uniform to be worn

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Digital Technology

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.