

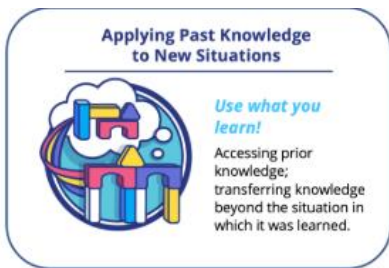


Year 2 - 2025 Term 4 Overview

Welcome back to Term 4!! It's going to be an exciting and memorable final term with many engaging learning experiences for the students.

This term, the popular and much-anticipated 'Mission Fair' will be occurring! We will be having our very special 'Year 2 Afternoon Activity' as part of our school camp program. We will also be celebrating 'Italian Day'. Finally, we will also be participating in exciting events leading up to Christmas, including Christmas Activity Day.

A major focus for this term will be Water Safety. We will explore water safety in the beach, pool, around the home and in freshwater environments. The students will also continue to participate in our cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



The students will continue to 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. This term, we will be focusing on the Habits of Mind, 'Taking Responsible Risks' and 'Applying Past Knowledge'.

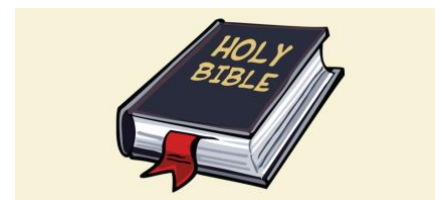
RELIGION

Daily prayer and regular Christian meditation are integral parts of our Religious Education program.

Our Story The Bible

The students will grow in understanding that:

- the Bible comprises of books telling stories of God, separated into the Old and New Testaments
- gathering and listening to God's word from the Bible is an important expression of our faith.



Advent and Christmas

The students will grow in understanding that:

- waiting and hoping are important aspects of life
- Advent is a time of waiting and preparing for the birth of Jesus
- Christmas is the celebration of Jesus' birth.



INTEGRATED TOPIC

Let's Celebrate Our Lives

The students will:

- explore how families can look different to our own
- investigate how families are connected through relationships, traditions and celebrations
- identify ways that families and family roles have changed over time
- understand that family celebrations and traditions are unique to different cultures
- compare how families commemorate past events that are important to them.



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 twos, threes and fours, counting in fraction parts: halves, thirds and quarters
- doubles plus and minus 2, doubles, doubles facts, adding and subtracting ten, e.g. $23 + 10$, $56 - 10$
- three 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 the relationship between the whole and the fraction; *fluency* would include recognising halves, quarters and eighths; *problem solving* would include using fractions such as halves, quarters or eighths in everyday sharing situations; and *reasoning* would include explaining how half of a shape relates to half of a group.

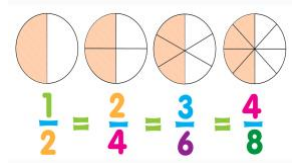
The following topics will be covered this term:

Number

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
- recognise when objects, shapes and collections have been shared into halves, quarters or eighths
- 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.



The students will also continue to revise key number concepts, such as place value and the four processes, addition, subtraction, multiplication and division.

Algebra

Patterns

The students will:

- describe patterns with numbers and identify missing elements
- describe a number pattern in words, eg 'It goes up by threes'
- determine a missing number in a number pattern, eg 3, 7, 11, __, 19, 23, 27

Space

Location

The students will:

- give and follow directions, including directions involving turns to the left and right, to move between locations
- give and follow instructions to position objects in models and drawings, eg 'Draw the bird between the two trees.'

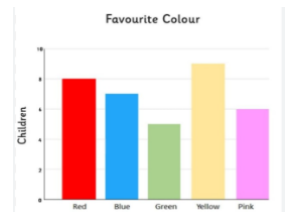


Statistics

Data

The students will:

- create and interpret displays of data using lists, tables and picture graphs
- compare the usefulness of different data displays.



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 'e_e', 'e', 'o_e', 'o', 'u_e', 'ew', 'ue', 'u' and 'ui' 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 (heart words) such as, 'trees', 'grass', 'doctor'
- exploring word endings (suffixes).



Writing

Using the phonemes 'e_e', 'e', 'o_e', 'o', 'u_e', 'ew', 'ue', 'u' and 'ui', 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/ = play
- 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.



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 using 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 focus this term will be:

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

Library borrowing day is Thursday.

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.

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:

- *Co-operation* - how do we play cooperatively?
- *Mindfulness* - describing our emotions after being mindful
- *Emotional Me* - identifying own emotions
- *Kindness* - how do we show and receive kindness?
- *When I Grow Up* - identifying different people in the community who help others, e.g. firefighter
- *It Is Okay To Be Alone* - what do we do if we have no one to play with or talk to?



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 online interactions, navigating uncomfortable situations and help-seeking strategies.

The students will:

- understand that we can sometimes get uncomfortable feelings when we're online, such as worried, scared, confused or upset.
- explore simple steps when they feel uncomfortable online, e.g. put the device down and step away, or tell a trusted adult
- understand that they need to consider other people's feelings when online, just like when they're offline.



Through hands-on activities and guided exploration, the students will:

- identify and explore digital systems and their components
- understand how we represent information using data and apply basic digital tools to communicate and solve simple problems
- reflect on how digital systems are used in their lives and communities and begin developing responsible digital habits
- explore the Google Suite on the iPads.

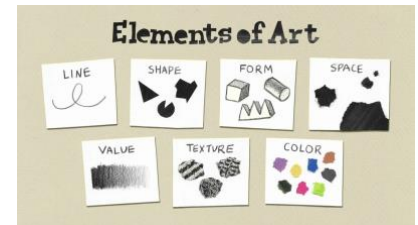


VISUAL ARTS

This term, the students will revise colour, shape, pattern, texture and line, and identify these elements in visual images and artworks that they and others create.

The students will:

- responds to visual artworks by expressing an opinion
- make artworks using different materials and techniques
- share visual artworks with others.



Tilla Ricci

ITALIAN

This term, the students will be exploring the theme 'Tutto su di me' – All About Me. Through fun, interactive lessons, students will build confidence using simple Italian phrases to talk about themselves and their favourite things.

Our focus is on building basic conversation skills through songs, games, role-play, and creative activities such as drawings, class surveys, and mini-books.

Later this term, we will celebrate Italian Day, where students will participate in cultural activities, language games, and enjoy a taste of Italian food. It's a wonderful opportunity to celebrate all they've learned and engage with Italian culture in a joyful, exciting way.

As we approach the end of the year, students will also take part in special Christmas-themed Italian lessons. They will explore how Christmas is celebrated in Italy, learn festive vocabulary, and take part in craft and singing activities to wrap up a fun and language-rich year.



Signora Lauren

PERFORMING ARTS

The students will engage in a variety of Performing Arts activities designed to build their knowledge, understanding and skills. Our focus this term is *Music All Around Us*, where we explore;

- music from contemporary hip-hop and old-time Music Hall cultures
- music from other countries (New Guinea, Scotland)
- songs for special purposes (lullabies and work songs).



Activities will include opportunities to sing, listen, play percussion instruments, create movement, act and use body percussion. While this will be a major focus for the term, students will also have opportunities to explore other aspects of the Performing Arts.

Karil Torcasio

PHYSICAL EDUCATION

The students will continue to develop their Physical Education skills by engaging in a range of activities that refine their leaping ability, consolidate vertical jump mastery, and introduce the fundamental skill of the forehand strike.

The students will:

- refine leaping skills by practising for height, distance, and form, focusing on a powerful take-off, flight phase, and balanced landing
- consolidate vertical jump mastery, demonstrating controlled techniques for maximum height, precise landings, and effective use of arms for propulsion
- learn the forehand strike technique, including side-on stance, tracking objects, and using a flat palm or short-handled racket to make contact.

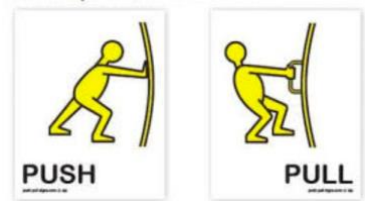
Coach Nat

SCIENCE

The focus this term is on Physical Sciences.

The students will:

- investigate how a push, pull, twist or squeeze affects how objects move or change shape
- explore ways that objects move on land, through water and in the air
- explore how different strengths of pushes and pulls affect the movement of objects
- investigate the concept of 'gravity' and how it can affect objects.



Karil Torcasio

REMINDERS

Monday:

- Assembly - fortnightly

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
- Visual Arts - art smocks are required

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.