



## 2024 Term Two Overview - Year Two

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>Signs of God's Love in the Scriptures</u></p> <p>Students will investigate how the people of the Old and New Testament experienced God's love and presence. They will experience stories through Godly Play, artwork and drama techniques. The students will consider how their actions can reflect the image of God and impact relationships within our communities.</p> <p>Students will reflect on the lives of St. Mary MacKillop and Mary Mother of God. They will explore how they both displayed signs of God's love.</p> <p>Students will take part in daily prayer, class liturgies and attend Mass. They will also take home the class Prayer Sheep to encourage families to</p>	<p><u>Reading</u></p> <p>Students will continue to build on their reading stamina through independent and teacher reading groups, where they are exposed to a variety of texts.</p> <p>Students will build on their comprehension strategies by making inferences about various images and texts. They will use prior knowledge and evidence from the text to draw conclusions that will deepen their understanding of what they have read.</p> <p>Students will explore fluency and expression through the use of Reader's Theater.</p>	<p><u>Number and Algebra</u></p> <p>Students will automatically recall additional facts to 20 and apply these facts to subtraction facts.</p> <p>Students will explore partitioning, regrouping and renaming two and three-digit numbers.</p> <p>Students will investigate and represent common fractions of halves, quarters and eights, as well as explore fractions of a collection.</p>  <p><u>Measurement and Geometry</u></p>	<p><u>How Can We Help Animals To Survive?</u></p> <p>Students will be immersed in the world of animals and their habitats. They will study the characteristics of animals and the habitats they live in, focusing on how animals are connected to their habitats, how habitats change as a result of human impact, and what their responsibility is in taking care of our environment.</p>  <p><u>Discovery Learning</u></p> <p>Students will develop their personal management by generating a plan or goal</p>	<p><u>Social Awareness and Management</u></p> <p>Students will explore different kinds of emotions and develop strategies to use when dealing with those emotions.</p> <p>They will identify the body and situational cues that indicate feeling unsafe. Coming up with quick action to help them stay safe will be a particular focus. A 5 person safety network - 'Find my 5' will be devised.</p> 	<p><u>Physical Education</u></p> <p><u>Overhand Throw</u></p> <p>Students will continue to develop their skills in throwing. The specific skills include preparatory position, keeping eyes focused on the target, and stepping forward with the correct foot.</p> <p>Students will continue to develop their catching skills in a variety of modified activities. They will develop their "ready position" in order to prepare and move appropriately to catch an object</p> <p><u>Performing Arts</u></p> <p>In Performing Arts this term students will explore music and dance. They will listen to various songs and pieces of music and create dance sequences to match what they hear. Students will investigate music using their voice and body. They</p>

engage in the prayer life of the students.



### Writing

Students will follow the writing process and be given opportunities to plan and compose written pieces for a specific purpose. They will focus on extending their vocabulary and awareness of grammar and apply more descriptive, topic-specific language to make their writing clearer.



Students will continue to apply various strategies when spelling known and unknown words. They will be encouraged to use an editing checklist to re-read and edit their work for meaning and accuracy.



Students will explore using an analogue clock. Students will tell time to the quarter-hour using the language of 'past' and 'to'.



Students will interpret simple maps of familiar locations and identify key positions on a map using features such as keys and coordinates.



for their discovery sessions.

They will offer reasons for their choices and learn to give and receive appropriate feedback.

will be exposed to various parodies and explore how to use rhyme to compose their own class parody. Students will explore beat and tempo and use this understanding to add movement and body percussion to their song.

### Italian

Students will use the book *Mi piacciono gli animali* to explore the Italian vocabulary of animals.

Students will write sentences to describe their chosen animals using a variety of adjectives. Students will participate in a variety of songs, games and other activities to build their confidence in using keywords and phrases.

### Library Media (2 Yellow)

Students will explore the features and uses of the Yarra River. They will investigate the variety of ways people look after the river, including the traditional owners, the Wurundjeri people. Students will then link these ideas to actions

### Speaking and Listening

Students will be encouraged to speak to audiences for various purposes while extending their vocabulary, asking meaningful and deep questions, changing their tone and projecting their voices to suit the audience.

that are considered right and wrong from a variety of perspectives.



### Digital Technologies

Students will apply and build on their knowledge of block coding. They will solve basic coding puzzles by following a sequence of steps.

They will also begin to apply their knowledge to program simple robots using LEGO SPIKE JUNIOR Robotics kits.

### Positive Behaviour for Learning

#### Respectful:

I follow the rules of the game

I listen to all opinions

#### Responsible:

I know how and where to play in each area

**Resourceful:**

I give it a go and keep on trying

**Safe:**

I stay with my group.

I follow the rules of the place we are visiting.

**Learning Dispositions:** The following dispositions will be taught throughout all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.