



Year 2 Overview

Term 4, 2024

A Message from Your Teachers

Dear Parents and Families,

Welcome to Term 4! As you read this overview, you will learn that we have a very busy yet fun-filled term ahead of us! In this overview, you will find information about what your children will be learning in Year 2, in Term 4.

If you have any queries or concerns, please contact your classroom teacher via email or seesaw.

Warm regards,

Miss Teoni Zugaro and Miss Olivia Purtell

Year 2 Teachers

Upcoming Dates

- Week 3 (23/10):** Pre-Primary Assembly
- Week 4 (30/10):** Grandparents Day
- Week 4 (1/11):** Sundowner P&F Event
- Week 5 (6/11):** McTavish House Liturgy at 2:30pm in Hall
- Week 5 (8/11):** Pupil Free Day
- Week 6 (11/11):** Remembrance Day Service at 11am in the Quadrangle
- Week 6 (13/11):** CtK ACM at 6pm in the Hall
- Week 6 (15/11):** Seton's Traveling Pantomime at 9.30am (Year 2-6)
- Week 7 (20/11):** CtK Day
- Week 7 (22/11):** P&F Christmas Movie Night Event in the Hall
- Week 8:** Wellness Week
- Week 8 (27/11):** Carols Night at 6pm in the Quadrangle
- Week 8 (28/11):** 'Wonderful Worm Waste Incursion'
- Week 9 (2/12):** Move Up Morning at 9am
- Week 9 (3/12):** Final Whole School Awards & Assembly at 9am in the Hall
- Week 9 (6/12):** Students Last day / Whole School Fun Day Out (TBC)

Homework (Mon-Thur)

Home readers:

First book- Monday and Tuesday

Second book- Wednesday and Thursday

Return- Friday

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Learning Areas

Religion

Unit 2.7- Baptism:

- People need to belong
- People are welcomed into God's family through Baptism

Unit 2.8- Advent/Christmas:

- Advent is a time to recall the stories of the birth of Jesus
- Christmas reminds people Jesus is with them

Literacy

- Use phoneme-grapheme (sound-letter/s) relationships and patterns, when blending and segmenting to read and write words of one or more syllables
- Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words
- Understand that a sound can be represented by various letter combinations
- Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds
- Deliver short presentations on familiar topics
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

Numeracy

- Solve simple addition and subtraction problems
- Recognise and interpret halves, quarters and eighths of shapes and collections
- Count and order small collections of Australian coins and notes according to their value
- Compare and order several shapes and objects based on length, area, volume and capacity
- Describe the features of three-dimensional objects
- Describe and draw 2D shapes
- Investigate the effect of one-step slides and flips
- Recognise and represent division as grouping into equal sets and solve simple problems

Learning Areas

HASS

Geography

- The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia
- The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)
- The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places

Humanities and Social Sciences Skills

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Identify relevant information
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)
- Draw conclusions based on information and/or data displayed in pictures, texts and maps
- Present findings in a range of communication forms, using relevant terms

Design and Technologies

- Explore design and produce familiar products, services and environments to meet local and community needs
- Explore types of design to meet needs or opportunities
- Identify food and fibre choices for healthy living
- Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps
- Characteristics and properties of materials and individual components that are used to produce design solutions
- Work independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions
- Forces create movement in objects
- Explore design to meet needs or opportunities
- Develop and discuss design ideas through describing, drawing, modelling and/or a sequence of steps
- Use components and given equipment to safely make solutions
- Use simple criteria to evaluate the success of design processes and solutions

Specialist Learning Areas

Music with Mrs Carroll

Students focus on listening and responding to music. Specifically, they learn about music from the past, (Surprise Symphony by Haydn,) music for a special purpose, Ballet music (The Nutcracker by Tchaikovsky) and, music to tell a story, (Peter and the Wolf by Prokofiev).

Students explore:

- Reasons why people make music
- Different places and occasions where music is performed
- How specific elements of music are used to create mood and meaning in the music they listen to and make

Visual Arts with Mrs D'Angelo

In Visual Arts children will;

- Develop their artistic skills through experimentation with shape (symmetrical shapes; simple tessellating shapes) and texture (different man-made and natural materials)
- Share personal responses and feelings about artwork they view and make
- Explore different materials when creating artwork

Through the Art Elements of Shape and Texture children will;

- Identify and name shapes as geometric and that they can be changed to become imaginary
- Recognise shapes can change in size, colour and texture; be combined to make patterns or contrasting as small/large, opened/closed, round/square, red/green
- Recognise shapes can be 3D
- Understand textural effects can visually extend the quality of artworks by; the drawing technique of rubbings, cut paper and fabric shapes in collage; natural materials added to construction

Italian with Mr Desiati

- Discovering fruits and vegetables through books, videos, games, dances, pictures and various activities noticing articles, singular and plural nouns and help them to recognise and reproduce with accuracy particular Italian sound and intonation
- Understanding and responding to imperatives (Attenzione! Bravissimi!)
- Answer to simple questions (Ti piace? Come si chiama questo frutto? Chi lo sa?)
- Adjectives and numbers up to 51
- About Grandparents Day (Festa dei Nonni) and Christmas (Natale)

This overview is subject to change based on school factors and the needs and abilities of the class.

Specialist Learning Areas

Physical Education with Ms McLinden

Body Management Skills:

- Upper body strength

Locomotor skills:

- Jumping for distance
- Hopping
- Sprinting

Object Control Skills:

- Two handed
- Striking

Alternatives and their effectiveness when solving movement challenges:

- Deciding where to hit the ball
- Trying out different positions in the field

Fundamental movement skills involving control of objects and simple games that use a combination of movement skills:

- Hitting off
- Tee and running bases
- Fielding inside and outside the diamond

Positive choices when participating in all activities and importance of rules and fair play:

- Winning and losing
- Encouraging peers

Science with Mrs Craine

Biological Sciences

- This term in Biological Science, the Year 2 students will be using direct observations to gather information, describe and make comparisons of the way living things, including themselves, grow and change over time.

Health with Mrs Chapman

WA Curriculum Health Descriptors:

Strategies to use when needing to seek, give or deny permission. For example, saying 'no' to inappropriate touching

Protective Behaviours:

Focus Area 4: Protective strategies

Highway Heroes

Module 4: Strategies 4 Managing Me; Mood Management & Resilience. This term children will learn emotional self-awareness and self-management, calming down and coping.