



# Year 2 Overview

Term 1, 2025

## A Message from Your Teachers

Dear Parents and Families,

Welcome to Term 1! 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 1.

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*

## Religion

### Unit 2.1 - Church

- Church is a special place for God's family to gather and celebrate in
- God's family, the Church, are called together to pray and live as Jesus taught

### Unit 2.2 Lent / Easter

- Lent is a time for people to remember stories about Jesus in preparation for the celebration of Easter
- At Easter, people celebrate that Jesus rose from the dead and that by his birth, life and resurrection, he brings new life

## Literacy

- Create short imaginative texts
- Use phoneme-grapheme (sound-letter/s) relationships and patterns, when blending and segmenting to read and write words of one or more syllables
- 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
- Write legibly and with growing fluency using unjoined upper case and lower-case letters
- Read texts with fluency by combining contextual, semantic, grammatical and phonic knowledge meaning, predicting, rereading and self-correcting
- Use comprehension strategies to build literal and inferred meaning
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- Identify, and create sound and word patterns in poems
- Rehearse and deliver short presentations on familiar and new topics

**Miss Teoni Zugaro**  
*Year 2 Red Teacher*  
[teoni.zugaro@cewa.edu.au](mailto:teoni.zugaro@cewa.edu.au)

**Miss Olivia Purtell**  
*Year 2 Gold Teacher*  
[olivia.purtell@cewa.edu.au](mailto:olivia.purtell@cewa.edu.au)

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

## Numeracy

### Number and Algebra

- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Explore the connection between addition and subtraction

### Measurement and Geometry

- Name and order months and seasons
- Use a calendar to identify the date and determine the number of days in each month

## HASS

### History

- Identify the history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- Recognise the importance a historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)
- The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today

### Humanities and Social Sciences Skills

- Represent collected information and/or data in to different formats
- Draw conclusions based on information and/or data displayed in pictures, texts and maps
- Pose questions about the familiar and unfamiliar
- Present findings in a range of communication forms, using relevant terms

## Digital Technologies

### Knowledge and Understanding:

- Presenting data using a variety of digital tools
- Recognising data can be represented as pictures, drawings and diagram

### Processes and Production Skills:

- Sharing and publishing information in a safe, online environment
- Drawing conclusions from data

# Specialist Learning Areas

## Music

with Mrs Carroll

Students follow the Kodaly methodology through a collection of songs, games, and movements from around the world to learn the elements listed:

- Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas
- Development and consolidation of aural and theory skills by exploring pitch – soh, mi and lah; and rhythm – ta, tete and za
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)

## Visual Arts

with Mrs D'Angelo

In Visual Arts this term Children will:

- identify and name primary and secondary colours.
- combine primary colours to make secondary colours.
- experiment with making colours lighter and darker by adding black or white.
- explore contrast in objects that are side by side, applying colour on colour, light against dark colours.
- decorate shapes and patterns in primary and secondary colours.
- create artworks in 2D and 3D.
- develop understanding of lines.
- represent lines to make patterns.
- develop artistic skills through experimentation with colour and colour value and line.
- share personal responses and feelings about artwork they view and make.
- recognise that lines can change in size, colour and direction.
- recognise that lines can be 2D or 3D and can be drawn, painted, printed, collaged, sewn, modelled or constructed.
- share personal responses and feelings about artwork they view and make.
- develop artistic skills through experimentation with colour and colour value and line.

## AUSLAN

with Mrs Summers

This term, students will begin their journey into the visual language of AUSLAN. They will be introduced to basic aspects of Deaf culture, gaining an appreciation for inclusivity and different ways of communicating. Students will also explore a hearing aid, discussing its purpose and how it supports people with hearing loss. Throughout the term, they will begin to learn the AUSLAN alphabet (fingerspelling), basic greetings and the signs for colours, building their skills through engaging hands-on activities, songs, games, and stories.

# Specialist Learning Areas

## Physical Education

with Ms McLinden

### Body Management Skills:

- Upper body strength

### Locomotor skills:

- Jumping for distance
- Dodging

### Object Control Skills:

- Dribbling, chest and bounce passing a playball, and shooting for goal on low nets.

### Alternatives and their effectiveness when solving movement challenges:

- Gaining possession of ball and scoring in basketball.
- Trying out different positions on court.

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

- Dog and Bone
- Golden Child
- Titanic
- Keepy off – moving to a space to receive the ball.

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

- Winning and losing
- Encouraging peers

## Science

with Mrs Kovacevic

### Physical Sciences

This term we are exploring the fascinating world of forces, focusing on how a push or pull affects how objects move or change shape. Through hands-on investigations and exciting activities, children will develop a deeper understanding of how forces influence the movement of objects in different environments.

### Key learning will include:

- Movement on Land, Water, and Air
- Strength of Pushes and Pulls
- Toys from Different Cultures:
- Effects of Gravity

## Health

with Mrs Chapman

### WA Curriculum Health Descriptors:

- Strategies to use when help is needed, for example procedure and practice for dialling 000 in an emergency (
- Ways to interpret the feelings of others in different situations, such as facial expressions and body language

### Protective Behaviours:

Focus Area 1: The Right to be safe (Feelings, Being Safe, Warning signs, Risk-Taking and emergencies)

### Highway Heroes

Module 2: Connecting 4 Friendships; Playground Resilience & Wisdom