

Year 2 Learning Overview T1 W6-9



Upcoming Events

Monday 16th March:

Pupil Free Day and
Parent-Teacher
interviews

16th - 22nd March

Harmony Week

Friday 20th March

Junior Assembly (no item)

Wednesday 25th March

Term 1 House Day

Friday 24th April

Walkathon



Reminders

- Keep fidgets at home (unless they are part of a student plan)
- Bring in library bag. 2B/2W Tuesday; 2G Thursday
- Label everything!

RELIGIOUS EDUCATION

We are working through our unit on LENT/EASTER

We are learning that:

- People celebrate important dates and events
- Lent is a time to prepare for Easter
- Christians remember the events of Holy Week
- Christians celebrate Jesus is risen at Easter
- Christians share the good news that Jesus is risen with others

ENGLISH

Writing: In Writing we are learning about POETRY. The children are learning about the text structure and language features of different types of poetry and they will write a variety of different poems based on a variety of subjects. The children will also be learning how to expand sentences by adding more detail. We can expand sentences by adding a **who**, **when**, **where**, **what doing/did**, **why** and **how**.

Phonics: In Phonics we will continue to review the sounds we have learnt in weeks 1-4. In weeks 5 and 6 we will be learning the /ue/ sound - **due**, **few**, **cube**, **view**, **used**. In weeks 7 and 8 we will be learning the /oy/ sound - **choice**, **noise**, **point**, **soil**, **boil**, **joy**, **boy**, **toy**. In week 9 we will be learning the /ar/ sound - **farm**, **glass**, **aunt**, **smart**, **laugh**, **calm**. We will be reading texts and writing dictated sentences to consolidate these sounds.

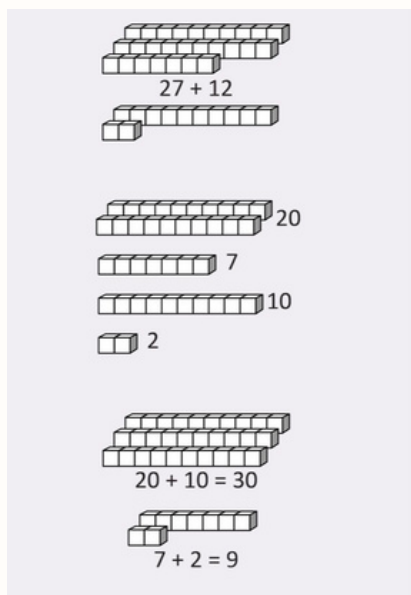
Reading: We are reading a variety of text types and identifying how each text is structured. We are modelling fluent reading with appropriate expression, and we are identifying parts of speech in the texts we read, including nouns, verbs and adjectives. We are also developing a range of comprehension strategies to help us understand what we read. Once Literacy assessments have been completed, our Home Reading program will commence.

MATHEMATICS

In NUMBER and ALGEBRA we are introducing 3-digit numbers and identifying numbers as counts of hundreds, tens and ones. We will be revising the addition and subtraction strategies taught in Year One (doubles, near double, bridging to ten and partitioning) and we will be skip counting by 2, 3, 5 and 10 from any number.

In MEASUREMENT and GEOMETRY we are learning to

- tell the time to the hour
- Identify the date and determine the duration between two events in days using a calendar



Useful vocabulary: analogue, digital, around, clock, watch, timer, o'clock, half past, calendar, month,, day, date, week, year, three-dimensional (3D) object, two-dimensional (2D) shape, hundreds tens and ones, addition, subtraction, number sentence, turnaround fact, doubles, near doubles

HISTORY

In History we are learning about the impact of changing technology on people's lives and how the technology of the past differs from the technology used today. We will be posing and responding to reflective questions about objects, people, places and events in the past and present.

HEALTH

In KEEPING SAFE we are recapping our trusted network and identifying the best places and people to seek assistance from in emergency or unsafe situations. We will be discussing personal space, our rights and responsibilities, public vs. private scenarios and conversations as well as gender stereotypes and how to keep safe online.

In Health we will be following our new program FRIENDOLOGY. This term the students will be identifying what makes a 'friendship ninja', the four step process for making healthy friendships and were healthy and unhealthy friendships sit on the friend-o-meter and how we can work to move along the friend-o-meter in tricky situations.

SCIENCE Mrs Nikita Shaw

This term, Year 2 students will explore Physical Sciences. They will investigate sound energy and how it is produced, transferred, and experienced in everyday life. Through hands-on, playful investigations, children discover how sounds are made by vibrations and how changing materials or actions can change the sounds we hear. Learning is guided by student questions such as How do we make different sounds? and What happens to sound when it travels through objects? Using an inquiry-based approach, students experiment with instruments, everyday materials, and their own voices, sharing observations and reflecting on new ideas. This encourages students to see themselves as curious scientists while developing a deeper understanding of how sound energy helps us communicate and interact with the world around us.

SPORT Miss Alice Chessell

This term in sport, students will continue to refine fundamental movement skills through **tennis and obstacle-based activities**, with an emphasis on **catching, striking, jumping, coordination, and spatial awareness**. They will learn to play new games, follow simple rules and demonstrate fair play.



MUSIC Ms Julia Aylmore

Our focus in Term One is music from around the world. Students will continue to build on their skills of beat, tempo and basic dynamics in music. We will learn songs for Ash Wednesday, Harmony Week and Easter.



ART: Ms Sarah Tangifua

Students in Year 2 Art have been learning all about the OLG Code of Conduct and how this looks in the Art Room so that we can all have an amazingly fun, safe and creative time this year. We then began to learn about some of the elements of Art. Students have been working on designing a poster about 3 of these elements - shape, colour and line! We will then be moving on to creating Nate Williams inspired self-portraits. We would love to have parent helpers in the art room - so please join us!



Building Independence in Year 2

In Year 2, one of our goals is to help students develop independence in their learning and daily routines. Becoming more independent supports children to build confidence, resilience, and a positive attitude towards learning.

At school, we encourage independence by helping students:

- Manage their belongings and organise their workspace
- Follow routines and instructions independently
- Have a go at tasks before asking for help
- Use strategies to solve problems and persist when tasks feel challenging
- Take responsibility for their learning and behaviour

Independence does not mean children are left without support. Rather, it means they are given opportunities to try, make mistakes, and learn in a safe and encouraging environment. We continue to guide, model, and support students as they grow in confidence.

You can support your child at home by:

- Encouraging them to pack their own school bag and lunch
- Allowing them time to attempt tasks such as getting dressed, organising homework, or tidying their space
- Asking questions like “What could you try next?” instead of giving immediate answers
- Praising effort and perseverance rather than just the final result

By working together, we can help children develop the independence they need to become confident, capable learners.

