

# Year 2 Learning Overview T2 W1-5



## Upcoming Events

**Friday 1st May:**  
Junior assembly–no class item.

**Wednesday 6<sup>th</sup> May:**  
Mother's Day stall–\$5 1 gift.

**Friday 8th May:**  
Mother's Day Breakfast-  
MPA

**Friday May 22nd:**  
Junior assembly 1B



## Reminders

- Label jumpers, ties and raincoats and hats.
- A reminder that academic uniform needs to be tucked in.

## RELIGIOUS EDUCATION

We are working through our unit on CONFIRMATION

We are learning that:

- People show love when they want what is good for others
- Jesus promised the Holy Spirit
- The Holy Spirit helps people to understand and live as
- Jesus taught
- Christians receive the Holy Spirit through the Seven

Sacraments

- People strengthened by the Holy Spirit show love to others

## ENGLISH

**Writing:** In Writing we are learning about PERSUASIVE texts. They will be exposed to a variety of different persuasive picture books that persuade the reader. Then the students will be forming their own persuasive texts with differentiated scaffolds. 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 learnt in Term One. In week 1-5 we will be covering:

- S (sc, st, s, ce, se, ss)
- o (o, oa)
- a (ae, ar, a, o)
- ae (ai, ay, ea, a-e, a, ei, ey, eigh)
- 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 continuing to establish a solid foundation of 3-digit numbers. This includes being able to identify 1 more and 1 less, 10 more and 10 less, 100 more and 100 less. As well as what each digit's value is, for example hundreds, tens and ones.

We will explore the near doubles strategy for addition and the think addition (doubles) strategy for subtraction. We will also be introducing fractions, in particular halves, quarters and eighths.

In MEASUREMENT and GEOMETRY we are learning to

- Tell the time (hour, quarter to and quarter past).
- Area (compare the area of 2D shapes).
- Compare and order lengths using uniform and informal units.

In STATISTICS and PROBABILITY we are learning to

- Represent and categorise data.
- Identify appropriate questions to collect data.
- Describe chances as Will/ Won't or Might happen.

## HISTORY

This term, students will explore the history of a significant person, building, site, or part of the natural environment in our local community. They will investigate how this place or person connects to the past and what it reveals about how people lived, worked, and cared for their environment over time. Students will learn to ask historical questions, examine sources, draw conclusions and understand why local history is important.

Students will also examine why certain places are special today and what gives them heritage significance and cultural value. They will learn how historical sites help communities remember their past, recognise cultural traditions (including Aboriginal and Torres Strait Islander perspectives), and protect places for future generations.

## 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 FRIENDOLOGY we are continuing to learning to make friends with courage. Use strategies to give and receive respect, talk it out and work out how your friends feel. As well as understanding that nobody is perfect.

### SCIENCE Mrs Nikita Shaw

This term in Year 2 Science, students will explore **Chemical Sciences** through engaging, hands-on, play-based learning experiences aligned with the Western Australian Curriculum and Assessment Outline. Students will investigate how different materials can be **combined for a particular purpose**, experimenting with everyday objects through sensory exploration, simple investigations, and collaborative problem-solving tasks. Through activities such as mixing, building, creating, and testing, children will develop their understanding of material properties while building key Science Inquiry skills. This playful, practical approach encourages curiosity, creativity, and active participation, helping students make meaningful connections between science concepts and the world around them.



### SPORT Miss Alice Chessell

This term in Physical Education, students will continue to refine fundamental movement skills through Netball and AFL, with an emphasis on coordination, balance, throwing, catching, and kicking in simple game contexts. Students will learn to follow rules, cooperate with others, and demonstrate fair play. Later this term students will prepare for and participate in the Cross Country Carnival.



### MUSIC Ms Julia Aylmore

*In term 2, we will be focusing on the different genres of music including classical, jazz country, pop and rock and roll. We will also continue to develop our singing and playing skills on various tuned and untuned classroom instruments.*



### ART: Ms Sarah Tangifua

This term in Art, students will explore and represent imaginative ideas through the creation of 3D monster sculptures. They will experiment with a range of materials and techniques, including construction and surface decoration, to communicate character and meaning. Students will also create a Moon Cats piece of art, based on the work of Nick Gustafson. They will experiment with space, line and colour to create their pieces.

## 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.

