



Year 2 Curriculum Letter Term 1, 2025

Dear Parents,

Welcome back for an exciting new year. We hope you had a wonderful holiday full of family, friends and relaxation. We look forward to sharing the year with you and your children.

We would like to congratulate this semester's Class Captains:

Violeta Diaz and Angus Chittleborough (2HC)

Arlo D'Intini and Charli Saunders (2GP)

And our Environmental Monitors: Isaac Award and Daniel Roux (2HC)

Sasha Didak and Mariana Hengel (2GP)

GENERAL BUSINESS

Year 2 is all about developing independence and problem-solving skills as they are now considered the 'seniors' of the Junior School. We encourage children to enter the building independently, however any late arrivals need to be signed in at the office. If your child is making an early departure due to an appointment, please notify the teacher on the day via a note or an email through admin.

Please make sure you have created your Operoo profile if you haven't already done so. There are quite a few forms that still need to be completed, specifically the Student ICT agreement and the MACS Code of Conduct. Please note the following excerpt from the ICT Agreement about the use of Smart Watches when on school grounds.

I will not use any digital device in the playground before, after or during school, including a personal mobile phone or smart watch without the permission of a teacher

I will place my smart watch that has a SIM in the office tub at the beginning of the day and retrieve it from the office tub at the end of the day OR I will leave it on my teacher's desk at the beginning of the day and retrieve it at the end of the day

I will place my personal mobile phone in the office tub at the beginning of the day and retrieve it from the office tub at the end of the day

This year the children will be assigned weekly homework to complete and hand in. The tasks sent home will be a reflection of the learning in class and is an opportunity for revision. Occasionally additional activities may be added throughout the year pertinent to a specific area of learning. Homework activities will be given out each Friday to be returned on the following Thursday for correction. Please remember to sign at the bottom of the homework sheet each week.

This year, the Year 2 students will participate in the Sacred Heart progressive camp experience program in the form of an Adventure Day. This exciting experience will take place in Term 3 and will be an off site day. Details regarding the Adventure Day will be sent out closer to the event.



RELIGIOUS EDUCATION

Our Religious Education Units for this term include: “The Church is a Family” and “Lent and Holy Week.” In the unit “The Church is a Family”, students will look at their role in the parish and school community along with key figures, past and present, who have contributed to the church community. During “Lent and Holy Week”, students will learn about the life of Jesus and the events leading up to this important time in the liturgical calendar.

VICTORIAN CURRICULUM 2.0

The Victorian Curriculum and Assessment Authority (VCAA) recently published its revised English and Mathematics curriculums (English 2.0 and Mathematics 2.0). All Victorian schools will be using English version 2.0 and Mathematics version 2.0 in 2025. At Sacred Heart we will be using the revised Mathematics 2.0 and English 2.0 for school reporting from Semester 1, 2025.

ENGLISH 2.0

English Version 2.0 has been developed to be more flexible and invites skills to be transferred across language modes and contexts and is now organised into the following strands: Language, Literature and Literacy. Within these strands Reading and Viewing, Speaking and listening and writing will now be covered.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others

READING

This term, students will participate in daily paired fluency reading. This activity aims to focus on letter/sound patterns along with reading accuracy, rate and prosody. Students use a focus text which is read daily to strengthen reading fluency.

In addition to fluency reading, students will also engage in literature studies with a focus on story elements such as character and setting. Our first book study for this year will centre around the story of “The Little Prince” by Lousie Greig which is an adaptation of the novel by Antoine de Saint-Exupery. Students will also have opportunities to respond to the story through their writing and illustrating, exploring a number of different themes in the story.



HOME READING

In Year 2 we will carry out a hybrid model for home reading as the take home reader program is exclusively for Prep and Year 1. The home reading model for Year 2 will be a combination of the Little Learners Love Literacy online platform, classroom library books and personal collections. This shift in home reading reflects the shift in student learning as they move from “learning to read” to “reading to learn”. Further information regarding the above online offering will be sent out in due course. Book borrowing will take place every Friday. Please ensure your child has a yellow library bag or blue pouch (retained from previous year) if they wish to borrow a book for home reading.

WRITING

Students will continue to focus on sentence structure and sentence expansion using adjectives. They will also develop their recount writing skills by retelling past events or experiences in order, using transition words. Students will also explore the story elements. They will write character portraits focussing on inside and outside traits along with setting descriptions.

Grammar and punctuation will be an ongoing focus throughout the year. Particular emphasis will be on recognising and using different parts of speech and conjunctions when constructing simple and compound sentences. Students will also examine the different sentence types and the appropriate boundary punctuation.

Handwriting will be targeted using the Victorian Modern Cursive Student Book. Students will continue to consolidate correct pencil grip along with letter formation, placement and spacing using dotted thirds.

SPELLING

This year Sacred Heart will commence with the Spelling Mastery program from Years 2- 6. Spelling Mastery is a fully scripted Direct Instruction program that has an extensive research base and is teacher directed. This closely aligns with the 2030 MACS Vision for Instruction. The program helps students understand the relationship between sounds, word parts, and spelling patterns. Students use a workbook in class to revise the spelling focus for each lesson.



Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. There are three approaches within Spelling Mastery. Phonemic, whole-word, and morphemic.

- Through the **phonemic approach**, students learn sound-symbol relationship between letters and sounds that help students spell using predictable patterns. For example, words like map, tap, fog, fan.
- The **whole word approach** teaches students high frequency words and irregularly spelled words that do not follow a predictable pattern. Examples- ‘answer’ ‘the’ and ‘people’.
- The **morphographic approach** teaches students that all words are made of one or more morphograph or word parts. They also learn rules that apply when combining morphographs to form words. Examples- ‘Re’ as a morphograph has meaning. It means again. (repack, return, rerun) ‘-est’ means the most. (lightest, happiest, friendliest).

Your child will learn to spell using all the above methods through lessons delivered in class. This means that homework may look a little different. Please do not be concerned if word lists aren't being sent home on a regular basis, as the focus of Spelling Mastery is for students to understand how to spell rather than spell 'by heart'. We look forward to starting this new journey of learning at Sacred Heart.

MATHEMATICS 2.0

The Mathematics Version 2.0 is organised into 6 strands (Number, Algebra, Measurement, Space, Statistics, and Probability).

Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

The primary focus for Term 1 will be consolidating and expanding on number and measurement. Students will engage in daily and weekly reviews of focus concepts using a variety of applications and skills.

NUMBER

- Place Value up to 1000
- Ordering numbers up to 1000
- Number Lines
- Add and subtract one- and two digit numbers using: number sentences, part-part whole reasoning, and a variety of calculation strategies
- Record and demonstrate addition facts to 20; apply to knowledge to develop related subtraction facts
- Fact families - basic number facts, Daily 10

MEASUREMENT

- Identify seasons and months of the year
- Learn to read calendar and identify number of days in each month
- Telling the time on an analog clock: half past, quarter past, quarter to
- Quarter, half, three quarter and full turns

INQUIRY

Our Inquiry unit this term, “Our Place in the World”, will focus on Geography. Students will investigate how people in different places are connected to each other and why different places are important to different people. They will also be introduced to geographical scale. They will learn that the world is divided into major geographical divisions.



WELLBEING

This term, the students will continue to participate in conversations and learning around managing failure and disappointment and celebrating achievement and success. Managing these experiences in daily life helps to develop resilience and build skills for collaboration in the classroom and during playtime. We will continue to use the Zones of Regulation to identify and understand different emotions. Students will also use the “Bucket Filler” concept to promote friendship, kindness and appreciation for each other.



BIRTHDAY TREATS

Should your child be celebrating a birthday and wish to hand out treats, please send in a commercially wrapped treat to share with the class. These treats will be put into their lunchboxes to be enjoyed once they get home from school. For safety purposes no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy. We appreciate your ongoing support with this.

LUNCHES

A friendly reminder that Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school for lunches or any school gathering. We strongly encourage students to only bring water or juice boxes to school for hydration. If your child requires an alternative drink for a specific purpose, kindly notify the classroom teacher.

YEAR 2 TERM 1 TIMETABLE 2025

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------|---------|-----------|--|--------|
| | | | MANDARIN (2GP than 2HC) PERFORMING ARTS (2HC than 2GP) Homework Due | |

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|--|--|---|--|--------------------------------|
| | | VISUAL ART (2HC than 2GP) | | YEAR 2 SPORT Sports uniform |
| | | PHYSICAL EDUCATION (2GP than 2HC) | | |
| | | Sports uniform | | |
| | | | | ASSEMBLY Homework Given |

DATES FOR THE DIARY

February

Friday 21st Semester 1 Leaders Presentation Assembly
Friday 21st Whole School Welcome Picnic

March

Saturday 1st Prep and New Families Welcome Event
Tuesday 4th Shrove Tuesday
Wednesday 5th Ash Wednesday
Thursday 7th School Closure Day
Friday 8th School Closure Day
Monday 11th Labour Day - School Closure Day
Tuesday 11th Classroom Helper Course
Wednesday 26th Parent/Teacher Chats (School finishes at 12:45pm)

April

Thursday 3rd School Sports Day
Friday 4th End of Term 1 (Students finish at 12:45pm)
Sunday 13th Palm Sunday
Friday 18th Good Friday
Sunday 20th Easter Sunday
Monday 21st Easter Monday - School Closure Day
Tuesday 22nd Term 2 begins
Friday 25th ANZAC day - School Closure Day

If you have any need to contact us throughout the term we would love to hear from you via the usual methods, a personal note, a phone call to the office that we will return as soon as possible or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and again we will respond as soon as possible.

We are looking forward to a wonderful year of learning and having fun.
Helen Chirio and Gabbi Pigatto