

CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
YEAR 2



WELCOME TO TERM 4



Welcome back after what we hope was a lovely break for you and your family. Well Term 4 is upon us, and we look forward to enjoying the final term of the school year together, learning and enjoying some warmth again.

We value open and regular communication as it helps build a strong partnership between parents and school. Each week, we share a short Seesaw update to keep you informed about the week ahead. These updates highlight our PBIS and Graduate Outcomes focus, provide important timetable information, and celebrate student learning and achievements. Please take some time to read through our carefully prepared curriculum notes which will provide information regarding our learning foci for this term and if you have any questions please do not hesitate to ask.

Reconciliation:

All students will take part in the preparation for the Sacrament of Reconciliation through four focused lessons. These sessions will explore the themes of love, making choices, forgiveness, and celebration. Some students will receive the Sacrament of Reconciliation at a whole school liturgy on Friday 1st October.

CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
Year 2



TERM 4 DRESS UP DAYS



**FRIDAY
10 OCTOBER**

World Mental Health Day - Steps on your Wellbeing Journey

Children are invited to come to school in Walking Gear - we will walk the Walk This Way Rochester Track.



**THURSDAY
30 OCTOBER**

WELLBEING WEARS MANY OUTFITS

As part of Wellbeing Week, we're inviting everyone to get creative and dress up to celebrate the many ways we can look after ourselves and each other. Your outfit can represent what makes you feel good – whether it's bright colours, comfy clothes, sports gear, a favourite character, or something that shows kindness, fun, or teamwork. Be bold, be playful, and most importantly, be yourself!

There's no "right" way to dress up – because wellbeing wears many outfits. ★



**THURSDAY
13 NOVEMBER**

WORLD KINDNESS DAY

Children are welcome to dress as a symbol of something that makes them laugh, helps them exercise or a musician they enjoy listening to.



**FRIDAY
12 DECEMBER**

CHRISTMAS T-SHIRT/OUTFIT DRESS UP DAY

Children are welcome to be dressed in a christmas shirt or outfit.



For more details and updates about these events, please
follow us on social media

facebook.com/stjosephsrochester

ENGLISH

This Term we will continue to implement the components of the English framework of the InitialLit program. The students have adjusted well to the routines and each component of the session.

Students will enjoy a range of storybooks including;

Zoo, The True Story of the Three Little Pigs, You and Me Murrawee, Hist(Poem) Georgie's Marvellous Medicine .

These texts are closely linked to key curriculum areas and themes, including:

- Language Features: synonyms, impersonating characters, similies,
- Science: nature and earth
- Geography & History: comparing past and present
- Indigenous Culture
- English: Poetry

They will focus on key comprehension strategies:

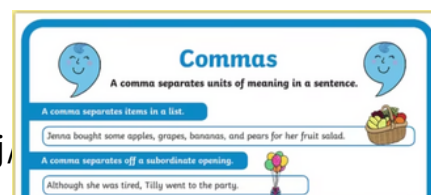
- continue for a short time on asking questions
- Inferring
- Finding the main idea and summarising

Grammar - students will explore;

- adjectives - the use of before and after nouns, describing look/feel/sound/taste-smell/feelings
- Using multiple adjectives with commas.

Spelling lessons will include:

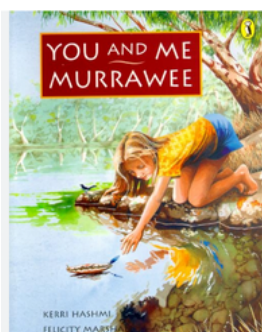
- softening vowels ('c' saying /s/, 'g'g saying /j/
- when to use K or C
- when to use 'ge' or 'dge



Tricky Words- We will also be working on tricky words. Each week, we will monitor the students' focus words, which will then form the basis for the next set of words to practise. Please check in with your child's reader bag for their personalised list of words to practice.

Small Group and Independent Tasks

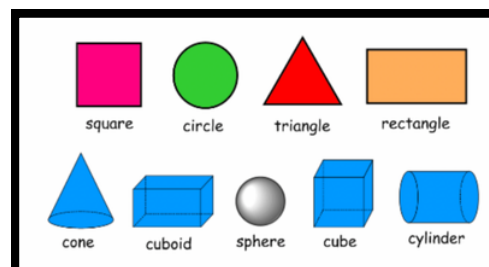
This term we will complete group times , four times a week. Students rotate through a variety of targeted activities that reinforce concepts introduced in whole-class scripted lessons. Each session includes a teacher focus group, where individual reading progress and learning goals are closely monitored and supported.



MATHEMATICS

Shape

To begin the term we will continue our unit on Shape. The unit covers both two-dimensional (2D) shapes and three-dimensional (3D) objects. Beginning with 2D shapes, students progress from identification to understanding parallel sides, regularity, sorting, splitting, and creating patterns through rotations. Real-world applications connect 2D shapes to the environment. The focus then moves to 3D objects where students will have the opportunity to explore, identify, describe and sort objects based on features. Students will engage in hands-on activities to construct and manipulate 3D objects, understanding faces, vertices, and edges.



Operations -Addition & Subtraction

In this unit students will work with mathematical operations and problem-solving strategies. A key focus of this unit is in solving word problems using bar models. Although continuous bar models were introduced in previous addition, subtraction, multiplication and division units, this is the first time students will use bar models to represent word problems. Students are also introduced to the CUBES strategy to further refine their problem-solving skills in this context. The CUBES strategy is;

C – Circle key numbers and units

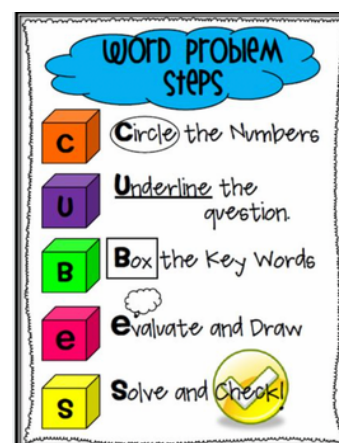
U - Underline the question.

B – Box the important words

E – evaluate and eliminate

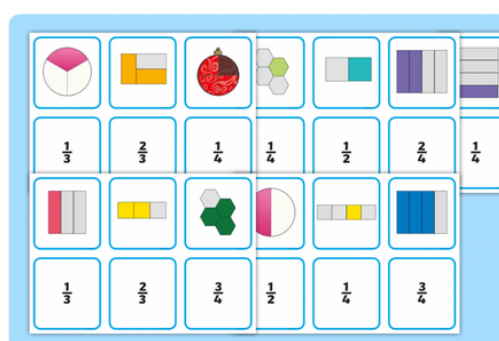
S – Solve and show your work

Lastly, the unit covers general problem solving skills where students learn to identify operations needed for word problems and solve mathematical problems more broadly.



Fractions

In this unit students will Identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They will revise identifying and sharing half of a collection. They will also identify and make quarters and eighths. They will explore halves, quarters and eighths with collections, measurement, shapes, time, mass and capacity.





RELIGION



Our Call to Mission

In this unit, students learn about mission—living like Jesus by caring for others and for creation. They will explore how Jesus' actions show us ways to love and share with those in need. By the end of the unit, students will be able to give examples of caring for others and explain how we can join in Jesus' mission through kindness and generosity. They will understand that when we share with people who are less fortunate, we are following the example of Jesus and living out God's love

Assessment task:

Students will write two short stories about how they care for others at home and at school, and explain how it makes them feel. They can use the sentence starters "At home I care for others by..." and "At school I care for others by...". After writing, students will draw a picture to match their stories

Advent - Preparing for Jesus

In this unit, students will learn about Advent as a time of waiting and preparation. They will explore its importance in the Church and begin to reflect on what it means for them personally by:

Responding in drawing and writing to the following prompts about the story depicting the angel Gabriel meeting Mary:

- What part of the story did you like the best and why?
- What does this story reminds you of in your life?
- How can you be a gift to others, just like Jesus was a gift to Mary?

This will for our Major Assessment Task for this unit.

They will recall and share their own experiences of getting ready for a special event and remember how Mary and Joseph prepared for the birth of Jesus. Students will understand that Advent is a time to prepare for Christmas, that God promised a Saviour, that Mary and Joseph prepared for Jesus' birth, and that we also prepare for Jesus to come into our lives in a special way during Advent.

INQUIRY



THROUGH THE GENERATIONS

Students will explore the lives of people in the past by interviewing someone from an older generation and learning how to use language to describe time (past, present, and future) and different points of view. They will consider how families can be different, why some places hold cultural or spiritual importance, and how stories from the past can be told in different ways. Through this inquiry, students will reflect on what has changed and what has stayed the same, recognising the importance of connections and how this knowledge can help us prepare for the future.

AUSLAN *with Tim*



Across the classrooms in term 4 students will build on their practical knowledge of Auslan through being introduced to classroom-based conversations and routines. These conversations and routines can be used in everyday practise to develop fluency and confidence. For example;

- Roll call - students sign their name.
- Excuse me, can you please help me?
- Grab your lunch and hat, it's time.

We will continue to welcome Tim on Friday who will support the learning within the classroom while also introducing topics of interest such as Christmas signs towards the end of the year.

TRP / RRRR

This term in Resilience, Rights and Respectful Relationships (RRRR) and The Resilience Project (TRP), students will explore a range of problem solving techniques used when faced with personal, social, and ethical dilemmas. Through a variety of scenario based learning activities, students will practise their problem solving and teamwork skills in meaningful and engaging ways. As part of this unit, students will participate in cooperative games such as Threading the Hoop and Pass the Precious Water, which encourage collaboration, communication and creative thinking to solve challenges together. Students will also explore the causes of stress and learn a range of self-regulation and coping strategies. This includes mindfulness, positive self-talk, and deep breathing to help them manage stressful situations effectively. Students will also recognise and celebrate World Kindness Day by completing a creative art activity that promotes empathy, gratitude, and the importance of showing kindness to others.

PERFORMING ARTS *with Mrs Fellows*

During Term 4, students will be undertaking learning in the Performing Arts subjects area. The two major subjects that they will be learning about are Music and Dance. Each week, the students will have a music lesson that focuses on building aural skills and making music. The dance lessons look at Dance in the Environment, finding and exploring movements in our environment, learning to make dance moves using things from nature, learning to tell a story about nature through dances and learning to express dance and movement ideas through the lyrics of a song.

PHYSICAL EDUCATION *with Mrs McEvoy*

As we enter the final term of the school year, our Grade Prep, 1 and 2 students have an exciting term ahead. The term will begin with students learning the fundamental skills of skipping. This program will allow students to develop new skills such as coordination, balance, rhythm and timing whilst increasing their concentration skills. This unit will conclude with a school wide Jump Off Day, where students can showcase their progress and celebrate their achievements.

In Week 8, students will also take part in a swimming program in Echuca, where they will attend daily lessons across one week. These lessons will help students build confidence in the water while developing important water safety and swimming skills.

Students will also participate in a scooter education program, where they will learn essential skills such as balance, coordination, safe riding, turning, and stopping. A strong focus will be placed on safety, with students practicing correct use of helmets and protective gear to ensure safe riding habits.

To conclude the term, students will enjoy an excursion to the local skate park, where they will have the opportunity to demonstrate the new scooter skills they have developed in a fun, safe, and supportive environment.

VISUAL ARTS

This term in Visual Arts, students across the school will be exploring “The Great Outdoors” as a central theme. Our artists will observe the natural world closely and use it as inspiration for their own creations. Students will experiment with a variety of mediums and processes to capture landscapes, flowers, plants, trees, and the textures and colours of nature. The focus across year levels will be tailored to developmental stages - encouraging imagination, creativity, and artistic growth. Artists in the Junior classes will start with simple but joyful explorations of the outdoors. They will focus on:

- Observing shapes and patterns in leaves, flowers and trees.
- Using line, colour and texture to show what they see.
- Experimenting with painting, drawing, collage, and printmaking to represent natural forms.
- Exploring warm and cool colours to create feelings in their artwork.

Throughout the term, the aim is for each student to see themselves as an artist, enjoy making art, share their ideas in creative ways, and take inspiration from the world around them.

IMPORTANT DATES

Week 1: 6th - 10th October	7, 8, 9: Elmore Field Days 10: World Mental Health Day - Walk this Way Rochester
Week 2: 13th - 17th October	17: Campaspe Basketball
Week 3: 20th - 24th October	24: 3/4 Summer Sports 24: Deb Ball - volunteers needed.
Week 4: 27th - 31st October <i>Wellbeing Week</i>	30: Wellbeing Wears Many Outfits - dress up day 31: Reconciliation Paraliturg
Week 5: 3rd - 7th November	3: Pupil Free Day 4: Melbourne Cup Day 7: P-2 Tabloid Sports
Week 6: 10th - 14th November	13: World Kindness Day - dress up day 14: Confirmation & Eucharist Mass
Week 7: 17th - 21st November	21: Paint & Sip fundraising event
Week 8: 24th - 28th November <i>Swimming Week</i>	
Week 9: 1st - 5th December	2 & 3: Learning Conversations 

IMPORTANT DATES



Week 10:
8th - 12th December

9: 2026 Transition (Step Up) sessions 9.00am - 1.40pm
11: End of Year Gathering - 6.00pm - 8.00pm
12: Christmas T-shirt Day & Community Learning Day

Week 11:
15th - 18th December

15: Grade 6 Big Day Out
15: Grade 6 Graduation Dinner
16: Students Last Day of Term 4 - Mass & Assembly
@11.45am
17: Staff finish



SCHOOL INFORMATION

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)