

CURRICULUM NOTES



ST JOSEPH'S ROCHESTER

Year 1/2

TERM 2



TERM 2
Monday 20th
April -
Friday 26th
June

Families and Friends...Welcome to Term Two!

We're excited to have our Year 1/2 students back and ready for another term of learning, curiosity and growth. This term we'll continue building confidence in reading, writing and numeracy, while exploring new topics in Science and Inquiry that spark sustainable thinking, creativity and teamwork.

Thank you for your ongoing support - it makes such a difference. In week 9 we will be hosting another Learning Conversation for us to come together and talk about your child and their learning.


If there are ever any concerns please reach out by coming to the classroom, emailing or calling and we will problem solve it together.










We're looking forward to a fantastic term together.

Jess and Cheryl

Week 1 - 3

Who will I see today?



Monday	Tuesday	Wednesday	Thursday	Friday
		 	 	
				

am

Week 4 - 5: TBC.

Mrs Carmichael will be away during weeks 4 and 5. Returning Monday of week 6.

Week 6 - 10

Who will I see today?



Monday	Tuesday	Wednesday	Thursday	Friday
		 	  	
				

Pop these on your calendar...



2026 TERM 2 DRESS UP DAYS

All dress up days are by GOLD COIN DONATION

5 May	<p>RUN FOR MUMS</p> <p>Children are invited to wear PINK to school. Children will complete a run AND share morning tea with their mother's and mother figures. Coffee Van on site</p> 
15 MAY	<p>DO IT FOR DOLLY</p> <p>Children are invited to come to school wearing BLUE There will be break time activities available</p> 
26 June	<p>WHOLE SCHOOL GOTCHA REWARD DAY</p> <p>Wear Casual Clothes Children are invited to wear casual clothes</p> 

♥ Choose St Joseph's—where strength meets kindness,
and learning thrives.

ENGLISH

This term, students will continue to participate in an InitialLit lesson four times a week. The first 25 minutes are spent on the mat where they are introduced to new letters and sounds or a grammatical concept in a set order. They will do a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teacher is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words (words with irregular spelling patterns that cannot be sounded out letter by letter), or more practice using an InitialLit reader. As your child's reading becomes more confident, they will be able to read a variety of texts.

All children will benefit from the structured nature of the program, regardless of the skills they bring to the task.

InitialLit-1
 Tricky Words: mother, father, brother
 Name: _____

Instructions: Read the tricky words. Fill in the missing letters to make the tricky word.

mother _ o _ her m _ t _ e _ m o _ _ r
 father f _ t h _ _ f _ h e _ _ t _ r
 brother _ r o t _ r b r _ _ er _ o t h _ _

Instructions: Colour the letters that make up each tricky word.

mother j m r o t s h e k r p
 father d f a c y t h m e r y
 brother b i r s o t h i e l r

Instructions: Colour 'mother' red, 'father' blue, and 'brother' yellow.

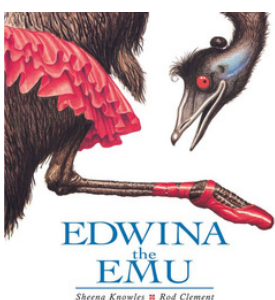
who brother home father mother father
 love brother home says mother school
 brother father brother friend any mother

InitialLit-1 Help Me Spell 1

Short vowels	/a/ ant	/e/ elephant	/i/ insect y - gym	/o/ otter	/u/ umbrella
Long vowels	/ā/ alien ai - rain ay - play ā, ē - cake	/ē/ evening ee - tree ea - leaf ē, ē - eve _y - happy _ey - key	/i/ ice cream _y - cry igh - light ī - bike	/ō/ open oo - boat ow - snow ō, ē - bone	/ū/ unicorn ue - rescue ew - new ū, ē - tube
Other vowels	oo - moon ue - blue ew - flew ū, ē - flute	oo - book	ow - cow ou - cloud	oi - coin oy - boy	schwa glamm extra garden basin button circus dollar doctor teacher

In addition, children will also enjoy a quality storybook over four teaching sessions. They will learn three new vocabulary words per book and do fun activities to help them understand when and how to use those words. They will also discuss the themes surrounding the book and think about how the story relates to their own world.

Our books this term are:



ENGLISH

InitialWrite – 1



Last term we introduced a new writing program called Initial Write, which works hand-in-hand with our existing InitialLit literacy approach. Together, these programs support students in building strong early reading and writing skills through consistent routines, explicit instruction, and plenty of practice. Initial Write teaches students different writing genres, breaks each genre into clear, manageable parts to support understanding, and gives students opportunities to apply these skills in their own writing.

Key components of the InitialWrite Program are:

1. The Daily Sentence

This part of our writing program gives students regular practice with important sentence level skills that help improve the quality, clarity, and variety of their writing. Students work with sentences in different ways, including:

- Putting mixed-up sentence parts in the correct order
- Adding details to make a sentence more interesting
- Joining two short sentences together
- Creating their own sentences
- Fixing sentences that have mistakes



These activities help students become more confident, capable writers over time. They are encouraged to use their writing checklist to assist the teacher to correct modelled writing.

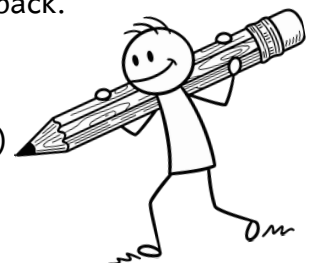
2. Whole Class Lesson

Each lesson in a block will build and integrate the specific knowledge and writing skills required for children to move from writing words or sentences to longer texts. A typical lesson will include: ☐

- a review of prior learning ☐
- explicit, whole class teaching of a target concept or skill ☐
- guided writing practice ☐
- a wrap-up with opportunities for sharing work and providing specific feedback.

This term, students will be exposed to the following genres:

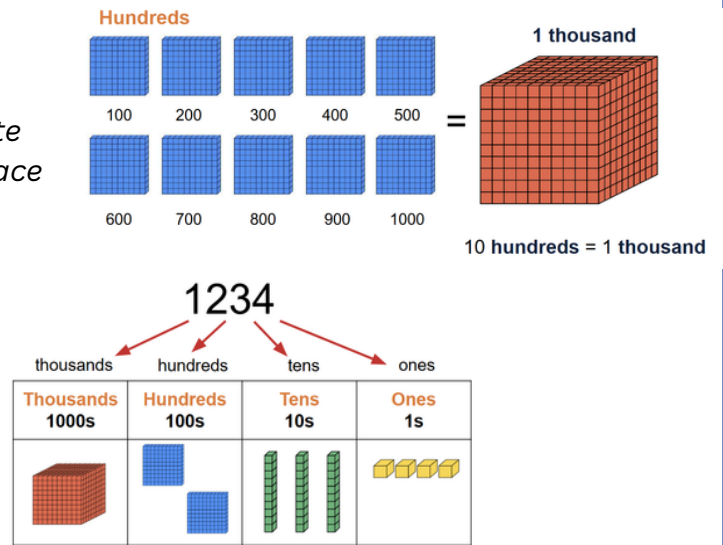
- informative – product: writing procedure of game (title, materials, 4 steps)
- informative – product: describing spiders (topic + 3 facts)
- imaginative – product: retelling Two Legs Too Many (9 story parts)



MATHEMATICS

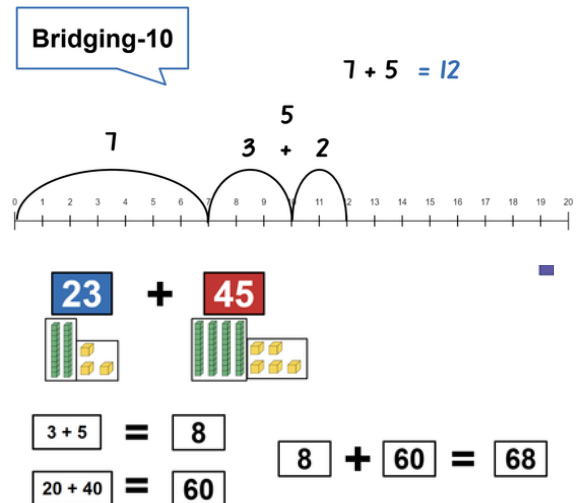
Place Value

This term students are building their understanding of larger numbers. They are learning to read and write numbers up to 1000 in both words and numerals, place them accurately on a number line, and regroup collections to support efficient counting. They will also practise how to compare and order three-digit numbers, identify missing numbers on a number chart, and break numbers apart (partitioning) to show their expanded form. As their confidence grows, students will begin identifying, representing and writing four-digit numbers as well.



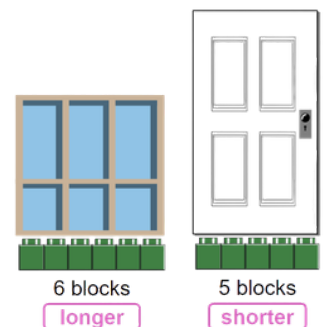
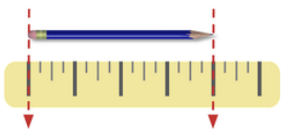
Addition and Subtraction

This term, students will continue building their understanding of how numbers work by breaking apart, rearranging and renaming two- and three-digit numbers using place value. They'll use these skills to help them choose efficient strategies when solving addition and multiplication problems. Students will also use mathematical modelling to solve real-life situations, by selecting strategies that make sense for the context.



Measurement - Length

This term, students will be learning how to measure and compare different objects using everyday, informal units such as blocks, hand spans or footsteps. They'll explore how these units help them describe length, height and size, and practise comparing shapes and objects in meaningful, hands-on ways.



RELIGION

PENTECOST

In this unit students will explore the role of the Spirit in the mission of the Church. They will reflect upon the Pentecost event as a time to celebrate the Church's beginning. Students will learn how Jesus sent his Holy Spirit to the disciples, just as he had promised to do.



By the end of this unit, students will be able to:

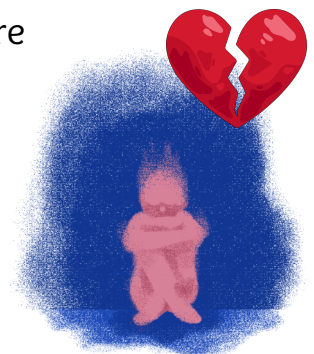
- **Retell the story of Pentecost**, exploring what happened when the Holy Spirit came to Jesus' followers.
- **Talk about** how the Holy Spirit is present in our lives today, guiding and supporting us.
- **Understand** that Pentecost marks the beginning of the Church, and why it continues to be an important celebration for Christians.

GRIEF AND LOSS

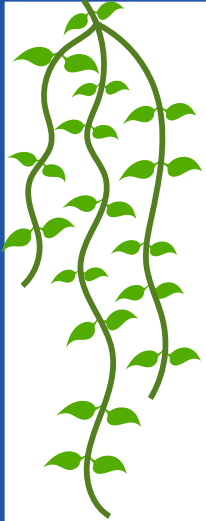
In this unit students will explore how change and loss are a natural part of life, including changes in creation, the seasons, and the life cycles of people and animals. They will begin to learn, recognise and talk about feelings that come with loss or death, in a gentle and age-appropriate way. They will gain an understanding of the different ways families, cultures, and the Church honour and celebrate the lives of those who have died.

By the end of this unit, students will be able to:

- **Explain** how living things and seasons change over time, and recognise these changes as a natural part of life.
- **Identify** some of the ways people say goodbye to loved ones, including simple rituals used in families and communities.
- **Name and express** feelings that can come with loss, and explore gentle ways we can support others who are grieving.
- **Understand** that Christians believe life continues with God, offering hope and comfort.
- **Recognise** that Jesus understands suffering, and that this belief can help people feel supported during difficult times.

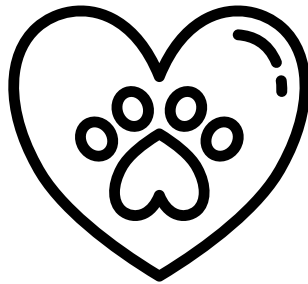


SCIENCE



This term, students will be learning about the needs of plants and animals and how different environments support those needs. They will closely observe a tree, conduct an experiment using seedlings grown under different conditions, and explore what it means to be a responsible pet owner.

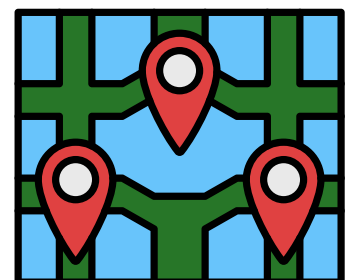
Students will also investigate animal habitats, design their own zoo enclosure, and learn about animal totems in First Nations Australian cultures.



INQUIRY

This term, students will be exploring the different businesses and services that make up our community. They will learn about ways to stay safe, how advertisements promote safety, and how communities can be more sustainable. As part of their learning, students will design and build models of a new community precinct, using the language of direction and location to navigate their creations.

To celebrate their work, each group will come together to form our classroom “Craft Community,” which will be shared with families



RRRR *with Ms McEvoy*

This term in RRRR (Resilience, Rights and Respectful Relationships), students are building important skills to support their wellbeing and relationships with others. Through games, such as 'Rock Paper Scissors' and 'Cheering Up and Calming Down', stories and discussions, they will learn to recognise and talk about their emotions, and practise positive ways to cope with strong feelings both at school and at home. Students will also develop problem-solving skills to help them make fair, kind and inclusive choices in everyday situations. As part of this learning, they will explore themes of empathy and respect through the story 'Sorry Day', connecting with National Sorry Day and Reconciliation Week.

In addition, students will learn about stress—what it feels like and what can cause it—and practise simple strategies to help them feel calm and in control such as relaxation techniques and games. They will also explore how to ask for help, identify trusted adults, and learn ways to support others when needed. These experiences help students grow in confidence, resilience, empathy and their ability to build positive relationships.

PHYSICAL EDUCATION *with Ms McEvoy*

We are excited for another busy term ahead, where students will participate in both a tennis coaching program and a Perceptual Motor Program (PMP) designed to develop their fundamental movement skills.

Students will receive tennis coaching from Paul 'Milo' Condliffe, a highly experienced local coach. This opportunity has been made possible through a grant from Tennis Australia and will support students in developing the fundamental skills needed to play tennis. Students will play games and activities based around the sport of tennis whilst also promote life skills such as building positive friendships, working with others, problem-solving, persistence and confidence. In the later part of the term, students will take part in a Perceptual Motor Program (PMP), which is designed to enhance students' coordination, balance, and motor skills. Key features of this program include small group rotations through various movement-based activities and adaptable exercises that emphasise fundamental motor skills.

Both programs will provide engaging and developmentally appropriate activities that support physical and cognitive growth. We look forward to an exciting term of learning and skill-building.

VISUAL ARTS

with Miss Pice

TERM 2 FOCUS: Nature & Our World

Students will explore the visual elements of line, shape, colour, texture, pattern and space through observing and responding to the natural world. They will look closely at features in nature such as plants, landscapes and natural textures, using these observations to inspire their artwork.

Throughout the term, students will focus on developing their skills in drawing, painting and creating, while experimenting with a variety of materials and techniques. They will be encouraged to think about how to use space in their artwork, as well as how to combine different elements to create more detailed and balanced pieces.

Students will apply their learning to create a nature-inspired artwork, demonstrating their growing confidence in using visual elements and expressing their ideas creatively.

It has been wonderful to see students building their skills and taking pride in their work. We look forward to seeing their confidence and creativity continue to develop throughout the term. 🌿



PERFORMING ARTS

with Miss Pice

TERM 2 FOCUS: Creating & Responding to Stories

Students will explore how stories can be created and communicated through performance, focusing on narrative, gesture, tempo, space and pattern. They will begin to plan and sequence ideas, using movement, voice and expression to bring stories to life.

Throughout the term, students will develop their storytelling skills by creating short performance pieces and responding to the performances of others. They will be encouraged to reflect on what makes a story engaging and how different elements can be used to enhance meaning.

Students will work towards a short class performance, with opportunities to give and receive simple peer feedback. Teacher observations and reflections will support their ongoing development.

It has been lovely to see students building confidence in sharing their ideas and working collaboratively. We look forward to seeing their storytelling skills continue to grow throughout the term. ✨



IMPORTANT DATES

<p>Week 1 20 – 24 April</p>	<p>20: Pupil Free Day (CESL) 21: Students return for Term 2 25: ANZAC Day</p>
<p>Week 2 27 April – 1 May</p>	
<p>Week 3 4 – 8 May Catholic Education Week</p>	<p>4: Come & Try – Information Night @ 7.00pm 5: Run for Mums & Mother’s Day staff 6: Pupil Free Day 7: Come & See – School Tour @ 9.30am 7: Movie Night fundraiser (The Devil Wears Prada 2) 7-8: Year 3/4Camp Swan Hill</p>
<p>Week 4 11 – 15 May</p>	<p>14: Cross Country Moama (selected students) 15: Do it for Dolly Day</p>
<p>Week 5 18 – 22 May</p>	<p>18: School Advisory Council Meeting 2 @ 7.30pm 19: Emergency Drill (Lockdown)</p>
<p>Week 6 25 – 29 May 27: Reconciliation Week</p>	<p>29: Reconciliation Week Community Learning Day 29: Campaspe Netball tournament</p>
<p>Week 7 1 – 5 June Reconciliation Week</p>	<p>5: Pupil Free Day (CESL)</p>

IMPORTANT DATES

<p>Week 8 8 – 12 June</p>	<p>8: Kings Birthday – Public Holiday 10: 3/4 Winter Sports</p>
<p>Week 9 15 – 19 June</p>	<p>18: 5/6 Winter Sports</p>
<p>Week 10 22 – 26 June</p>	<p>23: Campaspe Boys Football Tournament 26: End of Term 2</p>



SCHOOL INFORMATION

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Any urgent messages should be given via land line phone call.**