

Year 2 Curriculum Overview - Term 3, 2024



Education in Faith



This term, students will learn about various Bible characters from the Old and New Testaments. They will study how these characters reflect God's people through their stories and the message Jesus was sharing. Students will explore messages in scripture using role play to understand its meaning. They will also reflect on what they learn and think about how it applies to their own lives by creating their own Godly

Play, using digital technologies to link in with our inquiry. Students will also reflect on the role of Mary through a focus on the Assumption through the celebration during our whole school mass.

English

In Reading and Viewing, students will be exploring a variety of visual media and will investigate the visual literacy involved. They will identify the author's purpose, messages in stories and effects that filmmakers use to keep the audience engaged. We will continue with a focus on phonological awareness, building vocabulary, oral language and comprehension skills to further students' reading development. Students will also explore fables and fairytales and how they are used to convey a moral or message.

In Writing, students will follow the 'Writing Cycle' to plan and create a narrative story based on familiar fairy tales. They will be encouraged to 'bump up' their sentences by using descriptive language. Students will begin to edit their writing for meaning and punctuation. They will continue to express their creativity during our weekly 'Rocket Writing' sessions. Correct letter formation and sizing will also be a focus throughout the term.



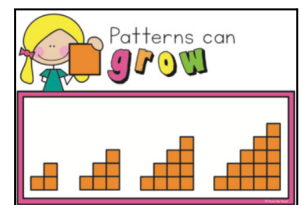
In Term Three, students will continue our weekly SMART spelling approach, using syllable, letter and sound strategies.

In Speaking and Listening, students will be encouraged to focus on active listening skills. When sharing their thoughts, they will be supported to use appropriate volume, tone of voice and eye contact, particularly during Show and Tell and their film presentations.

Mathematics

In Number, students will explore the concepts of multiplication and division. They will continue to develop strategies to solve problems efficiently and verbalise their thinking. Students will be challenged to make connections between the four processes and apply this knowledge to other number problems.

In Algebra, students will explore different number patterns. They will use concrete materials to recognise, describe and create growing patterns that increase or decrease by amount. This will be explored through numbers, shapes and objects. Students will also use their learning to identify missing elements in different patterns.



In Measurement, students will estimate, compare and order objects based on their Volume, Mass and Capacity. They will identify that the same informal unit needs to be used when measuring and discussing why a smaller-sized informal unit may result in a larger number of units compared to a larger-sized informal unit.

Wellbeing

Students will continue their focus on *Respectful Relationships*, in particular how to seek help when faced with challenging situations. They will have opportunities to act out scenarios and work with others to navigate how to actively seek help from a variety. Through our cybersafety unit, students will become familiar with their digital footprint and why we need to protect our own. Furthermore, they will understand the purpose and use of usernames and passwords and understand how to keep their information private and secure.

Inquiry Learning

Media Arts: 'How am I a storyteller?'

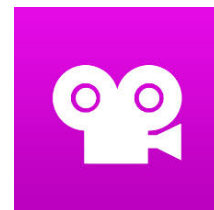
Students will be exploring the purpose of media designs, including the use of images, sounds and text and how they help tell a story. They will watch the *Inside Out* movie and describe the characters, the emotions that they depict and how they aid storytelling. Through examining movie



clips of familiar stories such as fairy tales, students will build their knowledge and vocabulary around features of media, such as special effects, and how they assist in telling a story. Students will be given opportunities to enhance their understanding of how to tell stories whilst developing their skills in using a variety of digital technology devices to create a movie project of their own. Whilst they design their media projects students will build their abilities to problem solve, such as in brainstorming sessions. They will work with others to evaluate ideas, manage their movie projects including equipment. The design production process will involve developing students communicating with each other in order to make decisions, plan steps and complete their project. Students will reflect upon their own roles and responsibilities and gain an awareness of what is involved behind the scenes when participating in the school's production this term.

Digital Technologies

Students will be explicitly taught how to use media making tools such as the Storymaker, Puppet Pals and iMovie apps. They will be given the time to explore and use their imagination in order to complete and present a story with a message. During this process students will identify digital systems, create and organise their ideas and follow a sequence of steps.



Performing Arts

Students will continue to refine their class items to be performed in this term's whole school production. They will continue to develop their expressive skills and timing, learn how to accurately space and position themselves during their performance, learn common theatre terms, and learn strategies to deal with performance nerves. To finish the term, the students will respond to a series of questions to reflect on their performance experience. This will include describing what it was like to perform in their scene, including the emotions they felt before, during and after the performance, how they felt the audience responded to their performance, and what they think they did well throughout the production process.

Visual Art

At the beginning of Term 3, students will deepen their understanding of NAIDOC Week by creating their own designs on small rocks, using appropriate colours that reflect the themes and symbols of the celebration. Following this, Year 2 students will embark on a unit focussed on threads and textiles. The unit will begin with an introduction to weaving. Students will be guided step-by-step through the weaving process, learning how to start a weave and gradually building on their skills to create their own woven pieces. This hands-on activity will develop their fine motor skills, while also giving them an appreciation for the craft of weaving. Students will then begin learning the basics of sewing. They will start by mastering fundamental skills such as threading a plastic needle and performing a basic stitch. These foundational skills will be taught in a supportive and encouraging environment, preparing the students for more complex sewing projects in the future. This part of the unit aims to build their confidence and competence in sewing, setting a strong groundwork for further exploration of textile arts. Throughout this unit, students will be encouraged to explore their creativity, work with different materials, and develop practical skills that will serve as a foundation for more advanced textile work in the future.

Physical Education

Students will explore a unit of creative movement and Gymnastics. They will develop their skipping skills, working on developing timing, fitness and coordination when turning a rope and jumping. Students will learn to demonstrate control in a unit of Gymnastics when participating in more complex movement sequences requiring change of speed, direction and level. They will focus on the dominant movement patterns which include; jumping/landing, rolling, swinging and balancing. Students will engage in a range of gymnastics skill circuits that can be performed safely using apparatus such as gym mats, inclined wedges, foam beams and mini tramps. They will also enjoy using their jumping, leaping and balancing skills in *Ninja Warrior* style circuits.

Italian

Students will study a unit of work called 'An Italian Adventure'. As a class we will listen to a story about Pinocchio and how Geppetto made him from a log of wood. They will learn the names of body parts from the story and play games to recycle new language learnt. In the area of geography they will learn about the region of Italy and where Pinocchio came from. They will learn about some of Italy's famous cities, rivers, mountains and landmarks. The students will investigate where Italy is in relation to the rest of the world. They will go with Pinocchio on an Italian adventure and will discover that the map of Italy resembles a boot. The students will draw the Italian flag and learn what the colours represent. They will learn about Italian cities, food, festivals and culture and traditions.