

Year 2, Term 2, Curriculum Overview for Parents

Below is a summary of the learning that is expected to be taught this term. Coverage of all learning will be monitored and adjusted by teachers to reflect the 2024 cohort of student in this year level.

| English | | | Mathematics | | | | | | | | | |
|---|--|--|---|---|--------------|--|--|--|--|--|---|--|
| <p>Reading Fiction and Non-Fiction reading books focusing on:</p> <ul style="list-style-type: none"> • Reading Comprehension • Vocabulary Development • Fluency & Expression • Phonics Instruction • Phonemic Awareness <p>Guided Practice Activities include:</p> <ul style="list-style-type: none"> • Vocabulary building activities • Paired reading • Grammar activities • Comprehension activities • Decodable texts | | | <p>Writing At Hocking Primary School we use Talk4Writing across the school.</p> <p>Poetry Focus on adjectives and similes using 'like' and 'as'</p> <p>Report Non-fiction report on an animal</p> <p>Procedure How to write a procedure- title, materials/ ingredients, method</p> | | | <p>Spelling</p> <ul style="list-style-type: none"> • /o/ <o- a> • <a> /a/o/ae/ar • /ae/ <ai/ay/ea/a_e/a/ei/ey/eigh> • /d/ <d/dd/ed> • /ee/ <e/ee/ea/y/ey/ie/i> • /i/ <i/ui/e/y> <p>Handwriting Letter formation x2/ week</p> <p>Grammar and punctuation</p> <ul style="list-style-type: none"> • Sentence writing • Speech marks • Questions • Commas in lists • Exclamation marks • Adjectives • Similes • Synonyms • Paragraphs • Verbs • Time sequence language | | | <p>Number and Algebra</p> <ul style="list-style-type: none"> • Fractions- halves, quarters and eighths • Identifying and comparing amounts of money • Calculating change in simple transactions • Adding and subtracting multiples of 10 (on and off the decade) • Doubling- in relation to addition and subtraction • Bridging to 10 strategy- addition • Adding and subtracting 2-digit numbers- jump strategy and split strategy <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Measuring volume with informal units • Time to the quarter hour • Measuring mass with informal units • Using Liquid to Compare Volume • Measuring length using informal units | | <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Constructing and interpreting picture graphs • Constructing and interpreting bar graphs <p>Problem Solving Strategies</p> <ul style="list-style-type: none"> • Paul Swan games • Word problems- addition and subtraction <p>Mental Computation Strategies</p> <ul style="list-style-type: none"> • Mental maths x3/ week <p>Vocabulary</p> <ul style="list-style-type: none"> • Part, whole, halves, quarters, eighths • Dollars, cents, notes, coins, change • Double, bridge to 10 • Jump strategy, split strategy • Number sentence, addition, subtraction, equals • Volume, mass, measure, precise, units • O'clock, half past, quarter past, quarter to • Full, empty, half full | |
| HASS | Health and Physical Education | | Science | Technologies | | The Arts | | | | | | |
| <p>History</p> <ul style="list-style-type: none"> • The importance of a person, site and/or event of significance in the local community | Health | Physical | <p>Strand- Physical Sciences Physical Sciences addresses the Australian Curriculum Science Understanding SU033 <i>A push, or a pull affects how an object moves or changes shape</i>, in the context of inquiring about how toys move. This unit provides students with hands-on opportunities to:</p> <ul style="list-style-type: none"> • explore pushes and pulls. • observe and gather evidence about how these forces act in air and water, and on the ground. • identify the effect of the pull of gravity. • learn that both air and water can 'push'. <p>Students apply their new learning by:</p> <ul style="list-style-type: none"> • planning and conducting an investigation of the factors that affect a paper whirly-bird's fall through air. | Design | Digital | Music | Visual | | | | | |
| | <p>Protective Behaviours</p> <p>SAFETY</p> <ul style="list-style-type: none"> -Feeling safe -Recognising safety -Rights and responsibilities -Secrets and surprises -Safety continuum -Personal Space -Body ownership/public and private <p>EARLY WARNING SIGNS</p> <ul style="list-style-type: none"> -Body signals -Specific, Internal, Physical sensations -Feeling and reactions -Minimising risks <p>NETWORKS</p> <ul style="list-style-type: none"> -Asking for help -Relationships -Communicating with and supporting others -Inviting people to be on your network -Persistence | <p>Locomotor skills:</p> <ul style="list-style-type: none"> • run • sprint • jog • skipping <p>Swimming</p> <p>Fitness Activities</p> <p>Object control skills</p> <ul style="list-style-type: none"> • under/overarm throw • catch <p>pass</p> <p>Minor games</p> <p>Focus – football and netball</p> <p>Simple rules and fair play in partner, group activities and minor games</p> | | <ul style="list-style-type: none"> • Investigate characteristics and properties of materials and methods of joining materials. • Follow design, make, and review process. | Semester Two | <p>Ideas</p> <p>Selection and combination of pitch and rhythm patterns, using dynamic contrasts to shape, record and communicate simple compositions</p> <p>Skills</p> <p>Dynamics (getting louder, getting softer, very soft (pp) and very loud (ff)) form (introduction, verse, chorus and rounds) timbre (how sounds are produced on different instruments; match different sounds to specific instruments) terminology and notation for) texture (identify the melody and accompaniment in a piece of music)</p> | <p>Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (symmetrical shapes; simple tessellating shapes) • colour (warm, cool colours) • line (horizontal, vertical, diagonal, spiral; lines that show motion) • space (overlapping to show depth; horizon line) • texture (different man-made and natural materials) to create artwork <p>Experimentation with techniques and art processes such as painting, printmaking and mixed media</p> | | | | | |



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Dear Parents

On the reverse of this letter you find a summary of the Curriculum that has been planned for this term by the teachers in your child's year level. The plan has been developed to facilitate the teaching and learning expectations mandated by the **School Curriculum and Standards Authority (SCSA) as outlines in the Western Australian Curriculum**

Western Australian Curriculum

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents. It aligns with, and contextualises the Australian curriculum to make it more suitable for Western Australian students and teachers in all the key areas of learning:

- ✓ English,
- ✓ Mathematics,
- ✓ Science,
- ✓ Humanities and Social Sciences,
- ✓ Health and Physical Education,
- ✓ Technologies,
- ✓ The Arts (Music and Visual Arts for HPS); and
- ✓ Languages (Indonesian for HPS)

For more information go to: <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>

IMPORTANT:

Please be aware that teachers will adapt and modify the content and skills planned to accommodate the development of individual students, their class and the year level. Coverage of the curriculum, therefore, may be deferred or accelerated according to the needs of students. It is a planning goal that the curriculum for each year level is covered and that student will have many opportunities to learn the content and skills of their curriculum this year.

A new summary will be provided each term and will accommodate any curriculum content that has been deferred from the previous term.

Yours sincerely

Mike Wills

PRINCIPAL

14th May 2024

"To provide every child with opportunities to learn so they can grow to be independent, lifelong learners"