CURRICULUM CONTENT – Term 2, 2025
YEAR 2 - ROOM 10

English

Writing, Reading and Oral Language

This term, students will be exploring the structure and language features of poems, chants, rhymes and songs. To support this, we'll be incorporating viewing opportunities such as video performances and read-alouds. These experiences will help students develop a deeper understanding of expression, rhythm, rhyme and repetition by seeing and hearing how these texts come to life. In addition, students will continue working on narrative writing and story retells. During reading sessions, they will engage with topics of interest to build background knowledge and vocabulary - key skills that support reading comprehension.

Grammar and Punctuation

When learning a particular text type (through reading and writing), the children are also taught the grammar and punctuation conventions relevant to that genre. Because the learning is contextual, it is also more meaningful. While learning about fairy tales, the students will be consolidating and developing their understanding of concepts specific to their year level. In Term Two, they will specifically review or learn to:

- Develop questions – who, what, where, when, how
- Beginning with a subordinating conjunction -if, when, before, after
- Beginning with a subordinating conjunction – although, even though
- Converting Fragments into sentences
- Unscramble sentences

Phonics and Spelling

Students in year 2 will continue to use the Structured Synthetics Phonics Program, Letters and Sounds. Please see the school's website for more information on this program.

Mathematics

In Mathematics, the students will work individually, in small groups or as a whole class to participate in activities. These activities may include using mini whiteboards, worksheets, the large interactive whiteboard, hands on concrete material and iPads.

This term, we will be focusing on/reviewing:

Number and Algebra

- I can estimate, to the nearest 100, the number of items in a large collection then count by systematically grouping tens and hundreds
- I can add within 1000 using base ten blocks with and without regrouping
- I can add within 1000 using a written algorithm with and without regrouping
- I can subtract within 1000 using base ten blocks with and without regrouping
- I can subtract within 1000 using a written algorithm with and without regrouping
- I can make and continue number patterns by adding or subtracting ones, tens or hundreds within 1000
- I can use the part-whole bar model to solve word problems that involve finding the whole when there are more than 2 parts
- I can divide by 2 by drawing/making arrays
- I can multiply and divide by 2 by recalling double and half facts
- I can divide by 5 by drawing/making arrays
- I can divide by 10 by drawing/making arrays
- I can use my fingers and skip count to divide by 2, 5 and 10
- I can write multiplication and division fact family equations
- I can use knowledge of 2-, 5- and 10-times tables to solve division equations

- I can divide and shade lengths/shapes to represent one half, one quarter and one eighth
- I can draw and shade collections to represent one half, one quarter and one eighth (e.g. drawing eight triangles and shading one to represent one eighth)
- Count and order small collections of Australian coins and notes according to their value (ACMNA034)

Measurement and Geometry

- I can tell o'clock, quarter past and half past times and draw the hands on a clock for o'clock, quarter past and half past times
- I can tell o'clock, quarter past, half past and quarter to times
- I can tell o'clock, quarter past, half past and quarter to times on an analogue clock and write them in digital format
- I can create a map of a familiar place (e.g. room or playground)
- I can identify objects/locations on simple maps
- I can describe the path from one location to another on a map
- I can directly compare the mass of objects by placing them on a balance scale
- I can estimate then measure the mass of objects using balance scales by counting the number of uniform informal units needed to achieve an even balance
- I can predict which of two objects is heavier than compare their masses using balance scales by counting the number of uniform informal units needed to achieve an even balance for each
- I can order the masses of objects using balance scales by counting the number of uniform informal units needed to achieve an even balance for each
- I can solve balance scale problems (e.g. By showing pictures of balance scales where object A is heavier than object B and object A is lighter than object C and requiring students to order the masses of the objects)

Health

This term in Health, students will be learning about:

- Changes in relationships and responsibilities as individuals grow older.
- Ways to interpret the feelings of others in situations, such as: words other people use, facial expressions and body language.
- Helping themselves when feeling blue.
- Responding to feelings of frustration and anger.
- Dealing with frustrating and angry situations.
- Bringing colour into other people's lives.
- How friends colour our lives.
- Meeting new people.

Digital Technology

This term in Digital technology, students will be learning to investigate and create sequenced steps (algorithms). They will use their critical thinking skills to create a sequence of steps to solve a given task, through discussing, designing, drawing, modelling, and recording. Students will be given the opportunity to use Stop Motion to create a mini video clip.

History

At the beginning of the term, students will continue learning about the history of significant buildings in and around Fremantle, and what this reveals about the past. They will then explore how changing technology has impacted people's lives (at home, at work, and in areas such as travel, communication, leisure and toys) and how past technologies differ from those used today.