



ENGLISH v9

Exploring Imaginative Texts: Sharing ideas and responding to imaginative texts.

Students engage with a range of imaginative texts which use language in different ways to present characters and settings. They engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment.

Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.

Students explore sequences of events and how characters and events are portrayed through language.

For the assessment, students will share ideas and express an opinion about a familiar character and their traits.

SPELLING – Students will be learning the spelling patterns in Phase 6 and 7 of Decodable Readers Australia (DRA) and reviewing spelling patterns learnt in earlier phases.

READING - Students will learn and consolidate strategies used to decode texts. Reading at home is an important part of their reading program and will continue to be encouraged.

HIGH FREQUENCY WORDS - Students will continue to expand their vocabulary and develop knowledge of high frequency words to support their reading fluency.



MATHEMATICS v9

Students develop understandings of:

Number

- partition and combine numbers to 999 flexibly
- partition collections, shapes and objects into equal parts (halves, quarters)

Space

- locate and identify positions on maps and use familiar mathematical language

Students complete a Space assessment. They locate and identify positions of features on a map. They also move positions by following directions and pathways on a grid.

Statistics

- build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations
- develop a sense of equivalence, chance and variability when engaging in play-based and practical activities

Students complete a statistics assessment. They use a range of methods to collect, record, represent and interpret categorical data in response to questions.



HEALTH and PE v9

My Classroom is Healthy, Safe and Fun

Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom.

Swimming - Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.



MUSIC v9

Unit - Elements & Principals within Music

Students will be exploring, demonstrating; communicating through singing techniques; written modes and visual stimulus the following elements of music:

- Rhythmic and Melodic Canons in 2 parts
- Rhythmic and Melodic Ostinatos
- Solfa
- Rhythmic patterns and Bar lines
- Dynamics

HASS (Humanities & Social Sciences) v9

Unit – Present connections to places

Inquiry question:

- How are people connected to their place and other places?

In this unit students will represent places at different scales, explain why places are significant and how people are connected, and propose ways to care for places using subject-specific terms.

Students will learn about where they live in our world, our country, our state and our region. They will ask questions about places significant to us and how we care for these places.

PAWS

On alternate Tuesday afternoons, year 2 students will participate in the PAWS program with Ms Kemp, Mr Mottram and Mrs Johnson. PAWS is a personal development program to enhance social and emotional learning through play.

P – PRIDE

Building a strong, respectful community – like a lion's pride – where everyone belongs.

A – ACTIVE

Encouraging movement, sport, and healthy lifestyles for physical and mental wellbeing.

W – WELLBEING

Fostering emotional resilience, kindness, and self-care in everyday life.

S – STRENGTH

Empowering students to be courageous, confident and respectful in all relationships.

