

## YEAR 2 TERM 1 OVERVIEW



English		Maths	History/ Science	Art	Music	PDHPE
<b>Week 2</b>	<p><b>English Unit Theme: 'Context'</b></p> <p>Through reading, viewing, listening to, and discussing a variety of texts, students explore the purpose and importance of an Acknowledgement of Country and the differences to a Welcome to Country. Students make connections to their own context and that of Aboriginal communities across NSW.</p> <p><b>Spelling:</b> Phonological-cvcc words</p> <p><b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: Collections of ten are really useful</b></p> <ul style="list-style-type: none"> <li>Representing whole numbers</li> <li>Combining and separating quantities</li> <li>Two-dimensional spatial structure: 2D shapes</li> <li>Data</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>		<b>Art:</b> Class Choice	<p><b>Music:</b> Year 2 will sing children's songs from around the world and move and play percussion instruments with these songs. They will be introduced to the recorder and start to play notes and pieces on it. They will start to learn about the instruments or the orchestra and will listen to orchestral music.</p>	<p><b>PE: Movement Skill and Performance</b></p> <p>Fitness testing Fundamental movement skills</p> <ul style="list-style-type: none"> <li>locomotor skills</li> <li>small and large ball skills</li> <li>basic game skills</li> <li>following rules</li> </ul>
<b>Week 3</b>	<p><b>English Unit Theme: 'Context'</b></p> <p>Through reading, viewing, listening to, and discussing a variety of texts, students explore the purpose and importance of an Acknowledgement of Country and the differences to a Welcome to Country. Students make connections to their own context and that of Aboriginal communities across NSW.</p> <p><b>Spelling:</b> cccvc &amp; cccvcc words</p> <p><b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: Collections of ten are really useful</b></p> <ul style="list-style-type: none"> <li>Representing whole numbers</li> <li>Combining and separating quantities</li> <li>Two-dimensional spatial structure: 2D shapes</li> <li>Data</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>History: What types of families are there?</b></p> <p><b>Science: Energy Comes in Different Forms</b> What can we learn with our senses?</p>	<b>Art:</b> Self Portraits		<p><b>PDH: Health Wellbeing and relationships:</b> UR Strong Friendship program: Friendology 101</p> <p><b>Child Protection</b></p> <p>Lesson 1. Respecting others Lesson 2. Groups I belong to Lesson 3. My strengths Lesson 4. Emotions Lesson 5. Safe or unsafe?</p>
<b>Week 4</b>	<p><b>Theme- 'Narrative'</b></p> <p>Students build on their understanding of narrative text structure by reading texts that contain a circular ending. Experiences with adding language and dialogue to textless picture books will be included before students create their own short circular narrative.</p> <p><b>Spelling:</b> Long vowel sounds a_e</p> <p><b>Reading Groups:</b> Comprehension, fluency,</p>	<p><b>Theme: Patterns have something that repeats over and over and over again</b></p> <ul style="list-style-type: none"> <li>Representing whole numbers</li> <li>Combining and separating quantities</li> <li>Two-dimensional spatial structure: 2D shapes</li> <li>Data</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning</p>	<p><b>Science: Energy Comes in Different Forms</b> Where does light come from?</p>	<b>Art:</b> Self Portraits		

	and vocabulary					
<b>Week 5</b>	<p><b>Theme- ‘Narrative’</b> Students build on their understanding of narrative text structure by reading texts that contain a circular ending. Experiences with adding language and dialogue to textless picture books will be included before students create their own short circular narrative</p> <p><b>Spelling:</b> Long vowel sounds ay, ai, eigh</p> <p><b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: Patterns have something that repeats over and over and over again</b></p> <ul style="list-style-type: none"> <li>● Representing whole numbers</li> <li>● Combining and separating quantities</li> <li>● Two-dimensional spatial structure: 2D shapes</li> <li>● Data</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning</p>	<p><b>History:</b> How are families connected?</p> <p><b>Science: Energy Comes in Different Forms</b> Where does sound come from?</p>	<b>Art:</b> Name Design		
<b>Week 6</b>	<p><b>Theme- ‘Character’</b> Students explore how characters can be real or imagined – or a combination of both. They will also be provided with opportunities to engage with multiple text forms including timetables, diary entries, information reports and diagrams.</p> <p><b>Spelling:</b> a,ea</p> <p><b>Reading Groups:</b> Comprehension, fluency, and vocabulary building</p>	<p><b>Theme: What needs to be measured determines the unit of measurement</b></p> <ul style="list-style-type: none"> <li>● Representing whole numbers</li> <li>● Geometric measure: Length</li> <li>● Two-dimensional spatial structure: Area</li> <li>● Three-dimensional spatial structure: Volume</li> <li>● Non-spatial measure: Mass</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning</p>	<p><b>History:</b> How do families change over time?</p> <p><b>Science: Energy Comes in Different Forms</b> How can we measure sound?</p>	<b>Art:</b> Name Design		

English		Maths	History/ Science	Art	Music	PDHPE
<b>Week 7</b>	<p><b>Theme- 'Character'</b> Students explore how characters can be real or imagined – or a combination of both. They will also be provided with opportunities to engage with multiple text forms including timetables, diary entries, information reports and diagrams. <b>Spelling:</b> ee, ea <b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: What needs to be measured determines the unit of measurement</b></p> <ul style="list-style-type: none"> <li>• Representing whole numbers</li> <li>• Geometric measure: Length</li> <li>• Two-dimensional spatial structure: Area</li> <li>• Three-dimensional spatial structure: Volume</li> <li>• Non-spatial measure: Mass</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>History:</b> How have family roles changed over time?</p> <p><b>Science:</b> Why do we feel things hot and cold?</p>	<p><b>Art:</b> Minecraft Portraits</p>	<p><b>Music:</b> Year 2 will sing children's songs from around the world and move and play percussion instruments with these songs. They will be introduced to the recorder and start to play notes and pieces on it. They will start to learn about the instruments or the orchestra and will listen to orchestral music.</p>	<p><b>PE: Movement Skill and Performance</b> Fitness testing Fundamental movement skills</p> <ul style="list-style-type: none"> <li>• locomotor skills</li> <li>• small and large ball skills</li> <li>• basic game skills</li> <li>• following rules</li> </ul> <p><b>PDH:</b> <b>Health Wellbeing and relationships:</b> UR Strong Friendship program: Friendology 101</p> <p><b>Child Protection</b> Lesson 1. Respecting others Lesson 2. Groups I belong to Lesson 3. My strengths Lesson 4. Emotions Lesson 5. Safe or unsafe?</p>
<b>Week 8</b>	<p><b>Theme- 'Perspective and Argument'</b> Students build on their understanding of perspective and argument through exploring animal characters with human characteristics. They will have opportunities to engage with informative texts and explore how information can be used to support opinions in persuasive texts. <b>Spelling:</b> e_e, e, y <b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: Smaller numbers can be found hiding in bigger numbers</b></p> <ul style="list-style-type: none"> <li>• Representing whole numbers</li> <li>• Combining and separating quantities</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>Science: Forces and Energy</b> What makes things move?</p> <p><b>History:</b> What is technology and how has it changed?</p>	<p><b>Art:</b> Family Portrait</p>		
<b>Week 9</b>	<p><b>Theme- 'Perspective and Argument'</b> Students build on their understanding of perspective and argument through exploring animal characters with human characteristics. They will have opportunities to engage with informative texts and explore how information can be used to support opinions in persuasive texts. <b>Spelling:</b> i_e, igh <b>Reading Groups:</b> Comprehension, fluency, and vocabulary</p>	<p><b>Theme: Smaller numbers can be found hiding in bigger numbers</b></p> <ul style="list-style-type: none"> <li>• Representing whole numbers</li> <li>• Combining and separating quantities</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>Science: Forces and Energy</b> What makes things move?</p> <p><b>History:</b> Investigate how toys have changed over time.</p>	<p><b>Art:</b> Colour Wheel- Pointillism</p>		

<b>Week 10</b>	<b>Theme- 'Imagery, symbol and connotation'</b> Students explore how figurative language can be used to build rich descriptions of places, people and experiences. They will innovate from mentor and supporting texts to compose poems. <b>Spelling:</b> ie, i, y <b>Reading Groups:</b> Comprehension, fluency, and vocabulary	<b>Theme: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes</b> <ul style="list-style-type: none"> <li>● Representing whole numbers</li> <li>● Combining and separating quantities</li> <li>● Forming groups</li> <li>● Geometric measure: Length</li> <li>● Two-dimensional spatial structure: 2D shapes, Area</li> <li>● Three-dimensional spatial structure: 3D objects</li> </ul> <b>Daily Number Sense</b> mathematical reasoning and fluency	<b>Science: Forces and Energy</b> What happens when we change a force?  <b>History:</b> Investigate and compare daily life in the past to the present.	<b>Art:</b> Easter Hat Art/Craft		
<b>Week 11</b>	<b>Theme- 'Imagery, symbol and connotation'</b> Students explore how figurative language can be used to build rich descriptions of places, people and experiences. They will innovate from mentor and supporting texts to compose poems. <b>Spelling:</b> REVIEW <b>Reading Groups:</b> Comprehension, fluency, and vocabulary	<b>Theme: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes</b> <ul style="list-style-type: none"> <li>● Representing whole numbers</li> <li>● Combining and separating quantities</li> <li>● Forming groups</li> <li>● Geometric measure: Length</li> <li>● Two-dimensional spatial structure: 2D shapes, Area</li> <li>● Three-dimensional spatial structure: 3D objects</li> </ul> <b>Daily Number Sense</b> mathematical reasoning and fluency		<b>Art:</b> Easter Hat Art/Craft		
<b>Over the Term</b>	<b>Library:</b> Literature, Non-Fiction, Library and Information Skills, and The Premier's Reading Challenge (PRC) Information and Literature Skills The focus during modelled reading time includes high quality PRC picture books, poetry, traditional stories, rhymes, and short factual texts. Skills discussed in library time include layout of the school library, locating fiction/non-fiction texts, alphabetical order, identifying subjects in non-fiction, borrowing, and returning procedures, parts of a book, the title as a guide to contents, main character/s, key events, contents, and subjects in a factual text and expressing an opinion about a given topic. PRC All teachers have been given a box of PRC and other texts from the library to share with their class. The focus during this modelled and independent reading time in class and in the library includes PRC picture books, short novels, poetry, traditional stories, rhymes, and short factual texts. Data entry for PRC will be done by the library.					