

# Grade Two OVERVIEW

## Term 1 2026



**St John Bosco's  
School Niddrie**

### Religious Education

As a class we will:

- celebrate St John Bosco
- compose a Class Prayer
- create a Prayer Space and cloth
- explore the school theme - 'Christ beside me: Building a world of hope and joy.'
- explore the meaning of traditional prayers including Our Father and Hail Mary

### **Focus:** Lent and the Easter Story

The students will:

- investigate the meaning of events and traditions associated with Lent
- investigate the events of Jesus Christ's life through Bible stories that are celebrated during Holy Week.

### Inquiry

#### **Inquiry Throughline: Being Our Best**

**Big question:** What are emotions, how do we experience them, and how can understanding them help us look after ourselves, others, and our community now and in the future?

Students will focus on the key concepts of Awareness and Connection, students will investigate the variety of emotions people experience and how these feelings can show up differently in different situations. Using texts such as 'In My Heart', movement, discussion, and reflective activities, students will explore how emotions influence learning, relationships, and daily experiences.

They will also practice recognising that it is possible to have more than one feeling at the same time, and begin to communicate how "ready to learn" they feel using simple scales. By exploring scenarios such as playground problems or everyday challenges, students will build empathy and learn to notice and respect the perspectives of others.

Throughout the term, students will develop skills to support themselves and others. They will identify and describe their own emotions, explain how these emotions show in their bodies and behaviour, and describe appropriate strategies for regulating themselves.

By the end of the term, students will be able to describe their own and others' emotional responses, demonstrate strategies to manage emotions, and strengthen their connections and empathy in personal and social situations.

### English

#### **Reading and Viewing:**

Through the Initialit-2 program, students will focus on:

#### **Phonics/Spelling Lessons:**

- Learning to spell words with consonant and vowel graphemes, including ai/ay, ee/ea, oa/ow, igh/-y, ue/ew, and split digraphs (a-e, e-e, o-e, i-e, u-e)
- Using visual memory to spell High Frequency (tricky) words with irregular spelling patterns.

#### **Comprehension and Fluency Lessons:**

- Reading and understanding the different features of a variety of text types including imaginative,

### English

#### **Writing Genre: Narrative**

Students will focus on:

- Building their ability to form simple, compound, and complex sentences independently when writing
- Creating short imaginative texts using their growing knowledge of text structures and language features.
- Writing words and sentences legibly with correct letter formation and spacing, using appropriate writing posture and pencil grip.

#### **Writing Genre Informative:**

Students will focus on:

<p>informative, and persuasive texts</p> <ul style="list-style-type: none"> <li>Using predicting as a comprehension strategy</li> <li>Building their reading fluency using strategies such as monitoring meaning, rereading and self-correcting</li> </ul> <p><b>Storybook Lessons:</b></p> <ul style="list-style-type: none"> <li>Developing their oral language and vocabulary through a variety of engaging texts</li> <li>Building their ability to make connections between what they read and the world around them.</li> </ul> <p><b>Speaking and Listening:</b></p> <p>Students will focus on: <b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Listening carefully for important information and instructions</li> <li>Sharing their own ideas in discussions, making positive statements and expressing disagreements respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Language of information texts, i.e verbs</li> <li>Students will learn to utilise correct tense</li> <li>Structure of an informative text</li> <li>Students can identify supportive features, i.e graphs, statistics, images.</li> <li>Students will be able to distinguish between narrative and informative.</li> </ul>
<p><b>Mathematics</b></p> <p><b>Topic: Data</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>Collecting data using surveys, observations, experiments, and digital tools, then organize it into categories and display it in lists or tables.</li> <li>Creating graphs and charts using software, comparing their features, and explaining what makes each unique or similar.</li> </ul> <p><b>Topic: Place Value</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>Reading and write 3-digit numbers correctly</li> <li>Understand that numbers are made up of hundreds, tens and ones</li> <li>Recognising that 10 ones make 1 ten and 10 tens make 1 hundred</li> <li>Using place value charts and materials to build and represent numbers</li> <li>Understand the role of zero in numbers (e.g. the difference between 305 and 35)</li> <li>Counting forwards and backwards within hundreds</li> <li>Identifying numbers that are one more, one less, ten more or ten less.</li> <li>Comparing and ordering numbers and explaining which is larger or smaller and why.</li> <li>Renaming numbers in different ways without changing their value e.g. 134 can be 1 hundred 3 tens 4 ones or 13 tens 4 ones</li> </ul> <p>Explaining their thinking using correct maths language.</p>	<p><b>Digital Technologies</b></p> <p><b>Topic:</b></p> <p>Students will focus on: Respectful behaviour online:</p> <ul style="list-style-type: none"> <li>How to communicate kindly and respectfully online.</li> <li>Demonstrate an understanding of how I leave a digital footprint.</li> <li>Learn what is safe or unsafe to share online.</li> <li>Understanding the difference between real and fake information.</li> <li>Learn why it is important to keep personal information private online.</li> <li>Learning to post independently on Seesaw using their chromebooks</li> </ul>
<p><b>Social and Emotional Learning (SEL)</b></p> <p><b>Focus:</b></p> <p>Students will focus on:</p> <p>Students will understand the expected behaviours of St John Bosco's School. Term 1 focus will be on being safe, responsible and ready, and respectful at school.</p>	<p><b>Physical Education</b></p> <p><b>Topic:</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>Activities where they are required to work in groups and use Fundamental Movement Skills to play tabloid games</li> </ul>

<p><b>The following models will be revised:</b></p> <ul style="list-style-type: none"> <li>• Growth Mindsets</li> <li>• Learning Pit</li> <li>• Zones of Regulation</li> </ul> <p><b>Focus:</b> Emotional Literacy and Personal Strengths</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• explore our SJB Expected Behaviours in order to ensure a safe and inclusive classroom for everyone</li> <li>• revise our school dispositions and how we can use these habits to be successful life-long learners - problem solver, inquisitive, collaborative, reflective, resilient, self manager.</li> <li>• revisit the importance of having a Growth Mindset and how we can use the concept of the Learning Pit to practice applying this helpful thinking to our learning</li> <li>• explore the Zones of Regulation and how they can help us understand our own and others' feelings</li> </ul> <p><b>Focus:</b> Belonging at SJB</p> <ul style="list-style-type: none"> <li>• Students will explore how their actions can impact others in the school community</li> <li>• Explore their own sense of belonging through needs, wants, and what they love. What makes them feel that sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the specialised skills required for track and field events including throwing a discus, long jump, high jump with modified equipment.</li> <li>• Participate in activities with a range of rules and work collaboratively within a group.</li> </ul>
<p><b>Italian</b></p> <p><b>Topic: Mi Presento!</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• <b>Focus language:</b> Revising HFW- greetings and exchanges; <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well), <i>per favore</i> (please), <i>grazie</i> (thank you), <i>Prego</i> (you're welcome)</li> <li>• <b>Mi Presento!</b> Revising greetings and phrases and interacting with each other in Italian</li> <li>• <b>Contiamo Insieme!</b>- Learning numbers 1-30 in Italian</li> <li>• <b>Mi piace!</b>-linking our likes and dislikes to hobbies and foods</li> <li>• <b>Pasqua!</b> Easter- La Colomba</li> </ul>	<p><b>Visual Arts</b></p> <p><b>Topic:</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• Working collaboratively to create a whole school art display</li> <li>• Experimenting with pattern and line using a variety of art mediums</li> <li>• Having fun using recycled objects to create their own 3D portrait (Picasso inspired)</li> </ul>
<p><b>Performing Arts</b></p> <p><b>Topic: Drama</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• investigating and developing a variety of characters through drama they make, perform and view.</li> <li>• Exploring puppetry in performance and constructing their own puppet character to use in a puppet show</li> <li>• Experimenting with different forms of puppetry</li> </ul>	<p><b>Science</b></p> <p><b>Topic: Chemical Sciences</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• Exploring and create mixtures consisting of various combinations of solids and liquids</li> <li>• Observing the changes that occur when more than two materials are combined</li> <li>• Developing an understanding of mixtures and their</li> </ul>

such as body shadow, Marionette, Stick, hand and finger puppets.

- Developing the dramatic elements of voice, movement, situation, focus, tension, space and time through performing their own puppet play
- Exploring the difference between structured and improvised drama. Students will perform using a script and through improvisation

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- Identifying the ways that mixtures can be separated