

Grade Two OVERVIEW

Term 2 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: The Holy Spirit: God's Gift to Us

Students will learn about Pentecost and the coming of the Holy Spirit. They explore key events of the first Pentecost and identify symbols of the Holy Spirit.

Students will understand the Holy Spirit as God's helper and guide, sent by Jesus to support us in living with love, kindness, and courage. They will reflect on how the Holy Spirit helps people today and learn ways to share God's love with others, including through prayer.

Topic: God's Family and Church

Students will learn that the Church is a community of believers and explore the meaning of Mass, including the Last Supper, key parts, and symbols. They will be encouraged to participate respectfully, reflect on their experience, and grow in understanding of God's presence.

Inquiry

Inquiry Throughline: Why is it so?

Big question: How do our choices influence our wellbeing, including our health, feelings and relationships?

This term, students will explore how their identity, emotions, relationships and health choices shape their everyday lives. They will develop an understanding of personal qualities, changes as they grow, and how to build respectful relationships. Students will also recognise how emotions impact themselves and others, and practise strategies to stay safe and seek help.

Throughout the term, students will engage in an ongoing inquiry into healthy habits and how these influence their wellbeing. This includes exploring how food, movement and daily routines affect mood, energy, learning and social interactions. Students will investigate what is in the food they consume (such as sugar content) and use an inquiry process to ask questions, document their thinking and build understanding over time.

English

Reading and Viewing:

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

Phonics/Spelling Lessons:

- Learning to spell words with the suffixes '-ing' and '-ful'
- Learning to spell words with the graphemes '-y' as in puppy, 'and -ey' as in key
- Learning to spell words with the 'r-controlled' vowel spellings including ar, ir, er, ur
- Using visual memory to spell High Frequency (tricky) words with irregular spelling patterns.

Comprehension and Fluency Lessons:

- Reading and understanding texts using a variety of comprehension strategies including predicting, connecting, visualising, and asking questions
- Building their reading fluency using strategies such as monitoring meaning, rereading and self-correcting

Storybook Lessons:

- Developing their oral language, listening comprehension, and vocabulary through a variety of

English

Writing Genre: Persuasive

Students will focus on:

- Creating short persuasive texts using their growing knowledge of text structures and language features.
- Understanding and using the various features of persuasive texts, including language features and word choice
- Learning to re-read and edit writing for capitalisation, understanding, punctuation, and sentence structure.
- Experimenting with complex sentences, including adjectives, adverbs and conjunctions.

Writing Genre: Informative texts

Students will focus on:

- Creating short informative texts using their growing knowledge of text structures and language features.
- Understanding and using the various features of informative texts, including contents/index sections, labelled diagrams, text boxes etc
- Learning to re-read and edit writing for capitalisation, understanding, punctuation, and sentence structure.
- Experimenting with complex sentences, including

<p>engaging texts</p> <ul style="list-style-type: none"> ● Building their ability to make connections between what they read and the world around them. 	<p>adjectives, adverbs and conjunctions.</p> <p>Genre: Explanation Texts Students will focus on:</p> <ul style="list-style-type: none"> ● Creating clear explanation texts that describe how or why something happens, using logical sequencing ● Understanding and using the structure of explanation texts (title, introduction, sequenced steps, concluding statement) ● Using causal and time connectives (e.g. because, so, therefore, first, then, finally) to show relationships between ideas ● Including topic-specific vocabulary to explain processes accurately ● Using diagrams, flow charts, and labelled illustrations to support explanations ● Writing in the present tense and using clear, factual language ● Experimenting with complex sentences to link ideas (using conjunctions such as because, when, if) ● Re-reading and editing writing for clarity, punctuation, sentence structure, and correct use of capitals
<p><u>Mathematics</u></p> <p>Topic: Shape Students will focus on: Comparing, classifying and describing features of a variety of 2D Shapes. Students will be introduced to the difference between 2D and 3D shapes. Students will focus on understanding parallel, opposite, curved and straight sides when describing and sorting different 2D shapes.</p> <p>Topic: Addition Students will focus on: Using mental calculation strategies such as partitioning, doubles, near doubles and bridging to ten when solving addition problems.</p> <p>Topic: Subtraction Students will focus on: Using mental or physical calculation strategies such as number lines when solving subtraction problems. Students will focus on recalling addition facts to 20 and then apply this knowledge to related subtraction facts.</p>	<p><u>Digital Technologies</u></p> <p>Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Learning what it is to be a digital citizen and how to use technology safely. ● Learning to post independently on Seesaw using their chromebooks
<p><u>Social and Emotional Learning (SEL)</u></p> <p>Focus: Topic 6: Help Seeking Students will focus on:</p> <ul style="list-style-type: none"> ● Resilience, Rights and Respectful Relationships (RRRR) exploring the idea that asking for help is a sign of bravery and strength, rather than weakness. By identifying their personal "Safety Hand" of trusted adults, students will learn to assert their Human 	<p><u>Physical Education</u></p> <p>Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Playing a variety of games that require the use of Fundamental Movement Skills of Run and Dodge. ● Consolidating the Fundamental Movement Skills of Throw and Catch through a range of different individual and group activities.

<p>Dignity and their fundamental right to feel safe at all times.</p> <ul style="list-style-type: none"> ● In line with Child Safe Standard 3, we are committed to empowering our students to use their voices, participate in decisions that affect them, and ensure they are always taken seriously within our supportive school community. 	<ul style="list-style-type: none"> ● Using different dispositions during individual, small group and whole class activities to work on cooperation skills.
<p>Italian Topic: Il giardino -the garden Students will focus on: Classroom Phrases- <i>Focus language:</i> 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) Il giardino di nonno- Grandpa's garden- <i>Le stagioni</i> (the seasons), <i>la frutta</i> <i>Focus language:</i> <i>Nel mio giardino voglio piantare...</i>(In my garden I want to plant...) Mi piace..., Non mi piace... (I like..., I don't like...) Tempi Antichi: (Olden Times): looking at things that were used in Italy in the olden days. Festa della Mamma: Celebrating our beautiful mums and significant women in our lives.</p>	<p>Visual Arts Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Collaborating together to create a class "quilt" collage ● Exploring the fun, colourful art of Anna Blatman ● Experimenting with threads and textiles to create Healthy fruit monsters ● Experimenting with a variety of printmaking techniques to create colourful artworks
<p>Performing Arts Topic: drama and dance Students will focus on:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of puppetry in particular making an ordinary object come to life. ● Through developing their own puppet play students will further develop the dramatic elements of voice and movement ● Exploring dance through understanding the cultural importance of dance and performance ● learning and practicing a dance performance that showcases dance styles of a particular culture. ● Focusing on locomotor, non-locomotor body movement and sequences that provoke emotion through dance ● Implementing choreographic devices such as repetition, unison and contrast to organise movement to create and perform dance sequences ● identifying where people can experience dance in a variety of cultural groups and investigating the role of dance to sustain and communicate cultural knowledge 	<p>Science Topic: Earth Science Students will focus on:</p> <ul style="list-style-type: none"> ● Exploring how we use water. ● Investigating where water comes from, how it is collected, transported and accessed at school, at home and in the community. ● How to use water responsibly. ● Describing how water is an essential resource for life,