

Grade Two OVERVIEW

Term 3 2026



St John Bosco's
School **Niddrie**

Religious Education

Topic: God's Family and Church

Students will focus on learning that the Church is a community of believers and further 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. Students will learn that we all bring our gifts to the mass when we celebrate as a church community.

Topic: What is God like? Images of God.

Students will focus on exploring different images and descriptions of God found in the Bible. Through scripture and class discussions, they will deepen their understanding of God's love, care and guidance, while learning that God is a mystery who is greater than anything we can fully imagine, describe or understand.

Inquiry

Inquiry Throughline:

Big question:

Students will focus on: In Term 3, students will explore the inquiry question, **How can we make good choices that help people and our environment?** Beginning with the picture book *The Mess We Made*, students will investigate how everyday actions can have positive and negative consequences for others and the environment. They will develop their ethical thinking by making judgements using language such as *right, wrong, fair, unfair, better* and *worse*, while exploring shared values, respectful behaviours and different perspectives. Through discussions and real-life school scenarios, students will learn how to respectfully disagree, consider the viewpoints of others and justify their opinions. Students will investigate sustainability issues within their school, such as paper waste and single-use packaging, collecting data to better understand the impact of their choices. Using the Design Thinking process, they will design, create and evaluate an innovative solution that addresses a chosen ethical issue, with opportunities to upcycle materials into useful products such as games, toys, wallets or recycling systems. The unit will conclude with a Sustainability Expo where students will showcase and justify their designed solutions, demonstrating how thoughtful choices and creative design can contribute to a more sustainable school community.

English

Reading and Viewing:

Students will know and understand different comprehension strategies to understand character feelings and summarise main ideas using implied and directly stated information. They will be able to demonstrate the use of these strategies when reading a variety of known text types.

Speaking and Listening:

Students will share likes and dislikes about a variety of text and provide reasons for their personal preferences.

English

Writing Genre:

Students will focus on:

Students will know and understand the purpose and process of planning and how it informs/improves their writing. They will demonstrate skills by creating a text to entertain.

<u>Mathematics</u> Topic: Multiplication and division Students will focus on: - Demonstrating proficiency with multiplication facts for twos. - Using arrays to represent multiplication and division. - Solving division problems using partitioning - Representing and solving division problems using equal groupings - Using arrays to solve multiplicative problems. Topic: Length, mass and capacity Students will: - Measures and compares the length of a range of objects using uniform, informal units. - Measures and compares the mass and capacity of objects and containers using appropriate informal units. - Determines the difference in mass or capacity between objects and containers. Topic: Patterns: Students will focus on: - Distinguishing between repeating and additive patterns - Describing additive patterns by identifying rules - Creating additive patterns from given rules - Representing patterns using repeated addition and multiplication - Identifying missing elements of an additive pattern	<u>Digital Technologies</u> Topic: Cyber Safety Project Students will focus on: ● Engaging with various digital systems to capture and transfer data. ● Exploring and identifying the hardware and software components of digital systems. ● Creating a sequence of instructions or events using slides or screens with text and images. ● Expand vocabulary to identify and describe emotions. ● Listen to and consider others' perspectives, recognising that people may view situations differently. ● Identify strategies for making and maintaining friendships, including how words and actions can positively or negatively impact others, and how adjusting their behaviour can influence relationships. ● Understand that conflict is a part of life and learn to differentiate between appropriate and inappropriate ways to respond to it. Participating responsibly in safe and supportive online environments.
<u>Social and Emotional Learning (SEL)</u> Focus: Year 2 students will become team builders this term as they focus on "Co-Designing Our Responsibilities." In our collaborative design projects, students will look closely at what it means to balance "my turn" with the needs of the group, practicing self-restraint and fair play. Through the RRRR problem-solving curriculum, students will learn to name their feelings during peer friction and test out different solutions to see which ones are fair and safe. We will also strengthen their understanding of school safety by exploring how to confidently report concerns to our trusted network of adults, ensuring every child knows their voice is valued.	<u>Physical Education</u> Topic: Students will focus on: ● A gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques. During this unit students will begin to think creatively about how they move their body to complete movement challenges. ● Fundamental Movement Skills of run and dodge through a variety of games. ● Use different dispositions during individual, small group and whole class activities to work on cooperation skills.
<u>Italian</u> Topic: Il libro dei Mostri! (The monster book!) Students will focus on:	<u>Visual Arts</u> Topic: Students will focus on:

Focus language: <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome), Il corpo (the body)-singular/plural</i> Create a mostro (monster) using key vocabulary including i numeri (numbers) and il corpo (the body) Plurals and gender agreement Compose simple sentences using key vocabulary to create a class book of monsters Italian Day Celebrations: celebrate Italian culture with a fun day at school.	● Manipulating shapes and overlapping colours to create a painting, inspired by Kandinsky & Delaunay ● Using a variety of cardboards and recycled materials to produce their own Picasso portraits ● Experimenting with various collage techniques ● Working together to build a collaborative wooden "quilt" artwork for display ● Experimenting with 2D papers to create 3D sculpture art
Performing Arts Topic: Dance and music Students will focus on: ● Continuing to explore culture and dance in particular traditional dances from different cultural communities ● Developing simple dance sequences that use physical and expressive skills to communicate ideas ● Interpreting conventional and unconventional music notation. ● Exploring the musical elements of beat, rhythm,tempo and pitch through movement, playing instruments, singing and constructing their own song using programs such as chrome lab. ● Analysing a variety of age appropriate songs to identify and examine the above musical elements ● Exploring pitch by introducing the "Sofa scale" which refers to so-fa syllables, which are names like Do, Re, Mi, Fa, So, La, Ti, Do that represent the tones of a scale.	Science Topic: Push, Pull Forces Students will focus on: ● Exploring how a push or a pull affects how an object moves or changes shape. ● Developing an understanding that the way objects move depends on a variety of factors including their size and shape. ● Working collaboratively to explore push and pull forces through guided investigations. ● Observing and gathering evidence about how push and pull forces act in air and water, and on the ground.