



**Year Two  
Curriculum Handbook  
2026**

<b>Term 1</b>	
<b>Religion – Pedagogy of Encounter</b>	<p><b>Belonging to Community</b></p> <p>This module introduces students to ideas about community and what it means to belong to a community of faith. Students will begin to appreciate the significance of community for Christians: of living in loving relationship with God, others, and all of creation. Students will focus on the Church as the community of God’s people. They will explore some of the ways in which faith is expressed, shared, and strengthened in a community of believers and about ways that God’s is present in these communities.</p> <p>They will also develop their understanding of the many ways in which faith is lived out and celebrated in community. They will identify and explore how the Church community lives as friends of Jesus, sharing God’s love. Students also examine the season of Lent, exploring how our repentance, forgiveness and healing allow an experience of change and growth to benefit the Church community. This module concludes with Jesus’ journey through the Stations of the Cross and how the Catholic faith community come together to remember his death and resurrection during the time of Easter.</p>
<b>English</b>	<p><b>Writing</b> – imaginative texts – writing to recount an event or convey a story</p> <p><b>Punctuation</b> – Capital letters, full-stop</p> <p><b>Sentence Level Grammar</b> – nouns, proper nouns, pronouns, noun groups, verbs – action, saying, relating and sensing, adjectives, simple sentences, compound sentences using coordinating conjunctions and prepositional phrases.</p> <p><b>Spelling</b> – ai/ay, ae/ee, oa/ow, igh/y, ue/ew (/oo/), ue/ew (long u), split digraphs a_e, i_e, o_e, e_e, u_e, Long a (ay/ai/a_e), Long e (ea/ee/e_e), Long i (igh, y, i_e), Long o (ow/oa/o_e), Long u (ue/ew/u_e), suffix ‘ing’, suffix rule (drop final ‘e’ add ‘ing’)</p> <p><b>Comprehension</b> – prior knowledge, imagery and visualisation</p>
<b>Mathematics</b>	<p><b>Number</b> - Students count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods. They use mental strategies and concrete materials to add, subtract and solve problems.</p> <p>They use place value to partition numbers. Students describe and continue a variety of number patterns and build number relationships. They relate addition and subtraction facts for sums to at least 20.</p> <p><b>Measurement &amp; Space</b> – Students estimate, measure, compare and record using informal units for length and area. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance. They use a calendar to identify the date and name and order the months and the seasons of the year. Students use informal units to compare and order the duration of events and tell the time on the half- and</p>

	<p>quarter-hour. Students represent and describe the positions of objects and interpret simple maps.</p> <p><b>Statistics &amp; Probability</b> – Students ask questions to gather data and represent data with objects and drawings, and describe the displays.</p>
<b>HSIE</b>	<p><b>Geography</b> - Students acquire information about their local community by direct and indirect experiences and communicate with others using various forms of electronic media. They identify and describe significant people, events, places and sites in the local community and draw link to indigenous communities and global neighbours. Students can identify and describe how technology influences people's lives and how it has changed over time.</p>
<b>Science</b>	No Science is taught in Term 1
<b>PDHPE</b>	<p><b>Personal Development Health</b></p> <p><b>The Resilience Project</b> - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p><b>Protective Behaviours</b> - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<b>Creative Arts</b>	<p><b>Visual Art</b> Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p><b>Dance: Carnival of the Animals</b></p> <p>his term, students will be taking part in a series of dance activities inspired by Camille Saint-Saëns' <i>Carnival of the Animals</i>. They will explore how to express ideas through movement, using both locomotor and non-locomotor actions to demonstrate control, coordination, and expressive qualities in their dancing.</p> <p>Throughout the unit, students will engage with the music and animal themes from <i>Carnival of the Animals</i>, experimenting with the elements of dance to create movements that represent an animal of their choice. They will then select and refine these movements to develop their own short animal-themed dance.</p> <p>In addition to performing, students will observe, describe and discuss their own dances as well as the dances of their peers, building their confidence and understanding of expressive movement.</p>

<b>Term 2</b>	
<b>Religion – Pedagogy of Encounter</b>	<p><b>The Story of the Catholic Church Community</b>  This module explores the story of the Catholic community. It focuses on key events, people and groups that have shaped the identity and growth of this community both over time and today. The module assists students to recognise what it means to belong to the Catholic community as the people of God. It will also develop the students' understanding and appreciation of some significant characters and events that have shaped the identity and growth of the Catholic community in Australia. As part of this module, they will learn about the early Church communities in Australia and contemporary Australian Catholic communities.</p>
<b>English</b>	<p><b>Writing</b> – Informative Texts – Sequential description of a natural or non-natural process or phenomenon.  <b>Punctuation</b> – capital letter, full-stop, exclamation mark, question mark  <b>Sentence-level Grammar</b> – adjectives, verbs (action, saying, relating and sensing, adverbs, articles/pronouns, combination of simple and compound sentences.  <b>Spelling</b> – ar, y/ey (long e), suffix rule (doubling + ing), review suffixes (s, ing, er), review prefix (un), suffix (ful), ir/ur/er, ou/ow, ch saying “K”, oi/oy, ph saying /f/, ear/eer, air/are/ear, two syllable words (VC/CV),  <b>Comprehension</b> – Questioning &amp; clarifying/monitoring</p>
<b>Mathematics</b>	<p><b>Number</b> – Students will use counting sequences of one and two digit numbers, continue and create number patterns, use advanced count by one and flexible strategies to solve addition and subtraction problems, recognise and recall number bonds and represent equality. Students will also count in multiples using rhythmic and skip counting and model and use equal groups of objects to represent multiplication.  <b>Measurement &amp; Space</b> – Students will investigate mass using an equal arm balance and name and order the cycle of months. Students will recognise familiar 3D objects and sort and describe 3D shapes.  <b>Statistics &amp; Probability</b> – Students will ask questions to gather data, represent data with objects and drawings and describe the displays, and identify and describe possible outcomes.</p>
<b>HSIE</b>	No History/Geography is taught in Term 2
<b>Science</b>	Students will investigate how plants and animals are used to satisfy our needs for food and fibre. Students will develop an understanding of how living things and their environment play a central role in the support for and survival of humans.
<b>PDHPE</b>	<p><b>Personal Development Health</b>  <b>The Resilience Project</b> - These lessons run weekly in our classroom and support student understanding in Well-being,</p>

	<p>Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p><b>Protective Behaviours</b> - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p><b>Creative Arts</b></p>	<p><b>Visual Art</b> Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p><b>Music: Australian Indigenous and Early Music</b></p> <p>This term, students will be exploring a music unit focused on Australian Indigenous and Colonial musical traditions. Throughout the unit, students will listen, sing, play and move to a wide variety of music that reflects the characteristics of these two important genres.</p> <p>Students will learn about traditional Indigenous and Colonial instruments, including how they are made and how different sounds are produced. They will have opportunities to use these instruments in singing and playing activities as they develop their own musical understanding.</p> <p>The unit will build students' skills and experiences in the musical concepts of duration, pitch, tone colour and structure, helping them to develop a deeper appreciation of Australia's musical heritage.</p>

<b>Term 3</b>	
<b>Religion – Pedagogy of Encounter</b>	<p><b>Belonging to a Caring Community</b></p> <p>This module focuses on the Christian response to and sharing of God’s love through the ways we live in right relationship with God and other people. In this module, students examine ways to interact with others and how actions can reflect the love of God. This module explores what it means to be part of a caring community. Students will learn about Jesus’ great commandment to love one another and ways of applying this commandment to their own lives.</p> <p>The module also looks at a Christian community as one where people care for one another, and especially for those who are poor and in need, and for God’s creation. Students will be introduced to what it means to live justly as part of a loving community. Students will also learn that caring for others and creation is an important part of belonging to a Catholic community.</p>
<b>English</b>	<p><b>Writing</b> – Persuasive Texts (Writing to give an opinion).</p> <p><b>Punctuation</b> – capital letter, full-stop, exclamation mark, question mark, use commas to separate ideas, lists and/or dependant clause in a sentence, apostrophes (contractions and possessive)</p> <p><b>Sentence-level Grammar</b> – verbs (action, saying, relating and sensing), adverbs, prepositions, conjunctions, time connectives, experiment with writing complex sentences which include a clause for the main message and dependant clause to elaborate or change the message.</p> <p><b>Spelling</b> – compound words, prefix (re), soft ‘c’ (ce, ci, cy), soft ‘g’ (ge,gi,gy), silent letters (k, b, w), contractions, consonant plus ‘le’, suffix (es – nouns &amp; verbs), dge/ge.</p> <p><b>Comprehension</b> – Evaluating, Making Connections</p>
<b>Mathematics</b>	<p><b>Number</b> - Students will use counting sequences of one and two digit numbers, continue and create number patterns, represent numbers on a line, represent the structure of ten in whole numbers, and use flexible strategies to solve addition and subtraction problems. Students will use skip counting patterns, model and use equal groups of objects to represent multiplication and recognise and represent division.</p> <p><b>Measurement &amp; Space</b> – Students will follow directions to familiar locations, measure lengths of objects using uniform and informal units and transform shapes with slides and reflections. Students will recognise and classify shapes, measure areas using informal units, sort and describe 3D objects, construct volumes using cubes and subdivide lengths to find halves and quarters.</p> <p><b>Statistics &amp; Probability</b> – Students will identify and describe possible outcomes.</p>

	<p>“Inquisitive Minds” incursion to develop students ability in problem-solving, communicating and reasoning in Mathematics</p>
<b>HSIE</b>	<p><b>Geography</b> - In this unit students will explore significant local sites. For the first 5 weeks students will explore their local Catholic church, how it has changed over time and how it has remained the same. Weeks 6-10 will involve an investigation into a local Aboriginal site. Students will develop their knowledge of historical concepts and skills through site visits, examining artefacts and engaging with guest speakers. They will begin to understand the reasons why these local sites are regarded as important.</p> <p>Students will attend an excursion to Tocal Homestead to consolidate learning.</p>
<b>Science</b>	<p>No Science is taught in Term 3</p>
<b>PDHPE</b>	<p><b>Personal Development Health - Asking for Help</b></p> <p><b>The Resilience Project</b> – These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students’ complete activities from their Resilience Project Journals and teacher run activities.</p> <p><b>Protective Behaviours</b> - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the ‘My Underpants Rule’ and learn about ways they can keep themselves safe in different situations.</p>
<b>Creative Arts</b>	<p><b>Visual Art</b> Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p><b>Drama: Hats, Caps and Masks</b></p> <p>This term, students will be participating in a drama unit centred around the creative use of hats, caps and masks. Throughout the unit, students will take on different roles to explore both familiar and imagined situations, building confidence as they use drama to tell stories and express ideas.</p> <p>Students will learn to use the elements of drama, along with movement and voice skills, to convey meaning and emotion. They will work collaboratively with their peers, interacting and responding to one another as they create and present simple performances.</p> <p>This unit also provides opportunities for students to recognise the power of body language, facial expression, voice and movement. Through guided improvisations, they will discover how these elements can be combined to communicate character, feelings and ideas to an audience.</p>

<b>Term 4</b>	
<b>Religion – Pedagogy of Encounter</b>	<p><b>A Celebrating Community</b></p> <p>The focus of this module is on the significance of communal prayer and worship for communities of believers. In this module students learn about ways of gathering together to celebrate as a Catholic community. They will develop an understanding of the Church as a community that gathers to worship and give thanks for the gift of God’s only begotten Son who is present in the Eucharist. As part of this module students will be invited to experience the rich tradition of Catholic communal prayer. They will also explore a variety of liturgical celebrations both in the Church and in the school community. Students will consider the Church as a community of believers called to celebrate Jesus and continue his work. They will explore how the Church celebrates Jesus’ life, death and resurrection through its liturgy, seasons and feasts, and makes his ministry present through worship, witness and service.</p>
<b>English</b>	<p><b>Writing</b> – All Texts – recount an event or convey a story, describe and explain, give an opinion.</p> <p><b>Punctuation</b> – capital letter, full-stop, exclamation mark, question mark, use commas to separate ideas, lists and/or dependant clauses in a sentence, apostrophes (contractions and possessive) &amp; quotation marks for simple dialogue.</p> <p><b>Sentence-level Grammar</b> – experiment with writing complex sentences which include a clause for the main messages and dependent clause to elaborate or modify the message.</p> <p><b>Spelling</b> – tch/ch, tion, or/ore, au/aw</p> <p><b>Comprehension</b> – summarising and predicting</p>
<b>Mathematics</b>	<p><b>Number</b> – Students will use advanced count by one strategies to solve addition and subtraction problems, recognise and recall number bonds and represent equality. Students will count in multiples using rhythmic and skip counting, model and use equal groups of objects to represent multiplication and recognise and represent division.</p> <p><b>Measurement &amp; Space</b> – Students will compare and order the duration of events using the language of time.</p>
<b>HSIE</b>	No History/Geography is taught in Term 4
<b>Science</b>	Students will investigate how materials can be changed by bending, twisting and stretching and investigate how and what will happen when different materials are be combined.
<b>PDHPE</b>	<p><b>Personal Development Health</b></p> <p><b>The Resilience Project</b> - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students’ complete activities from their Resilience Project Journals and teacher run activities.</p>

	<p><b>Protective Behaviours</b> - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p><b>Creative Arts</b></p>	<p><b>Visual Art</b> Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p><b>Music: Exploring Kodaly and Carols by Candlelight Concert Preparations</b></p> <p>This term, students will be building their musical skills through a unit based on the Kodály approach to teaching music. Students will learn to sing simple songs with accuracy and confidence, while also performing spoken and sung rhythms and chants.</p> <p>As part of their learning, students will begin using solfa (solfège) hand signs and rhythm syllables to help them recognise and understand melodic and rhythmic patterns in music. They will use this developing knowledge to improvise their own short musical phrases using the C pentatonic scale.</p> <p>Students will also have opportunities to record their musical ideas using both graphic and traditional notation and will discuss how they have used musical concepts in their compositions.</p> <p>This unit supports students in building strong foundations in pitch, rhythm, creativity and musical literacy.</p> <p>In addition to classroom music learning, students will be part of the Stage One Choir, and they will learn to sing a range of songs in preparation for our end-of-year Carols by Candlelight concert. This provides a wonderful opportunity for students to build confidence, teamwork and performance skills</p>

## Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

### Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lessons, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

### Information Processing Skills in Year 2

#### Question

Analyse a research question

#### Plan

Identify steps required to complete a task, asking clarifying questions as required. With support, identify language related to the task and build a relevant vocabulary bank.

#### Locate

Identify a range of information sources including:

- Physical (print, graphic, digital)
- Networked (websites, data bases)
- People
- Places

With guidance

- Use a search engine
- Use tools to help navigate:
  - *Online resources*
  - Online menus
  - Hyperlinks and shortcuts
  - Headings and subheadings

*Print resources*

- Content page
- Index
- Glossary
- Headings and subheadings
- Identify a resource as
  - Imaginative
  - Informative
  - Persuasive

**Comprehend**

Scan sources of information to determine the relevance of the resource for the given task. Comprehend information presented in a variety of formats including text, images, audio and objects.

**Record**

Record facts in a given format and summarise information gathered

**Share Findings**

Present information in a given format, considering audience, and identify ways to share work. Students are learning to respect copyright and state sources of information

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria
- Accept (and use where appropriate) peer feedback.

**Physical Education in Year 2**

Year 2 students build on their skills by improving movement efficiency, balance and controlled transitions. They continue developing confident catching, throwing, kicking and striking skills and begin applying these techniques more consistently in small games.

Term 1	Moving with Purpose (2) <ul style="list-style-type: none"><li>- efficient locomotor skills</li><li>- linked movement sequences</li></ul>
Term 2	– Balance and Control (2) <ul style="list-style-type: none"><li>- challenging balances</li><li>- controlled transitions</li></ul>
Term 3	Catch, Throw and Move (2) <ul style="list-style-type: none"><li>- anticipation</li><li>- catch/throw accuracy</li></ul>
Term 4	Kick and Strike for Target (2) <ul style="list-style-type: none"><li>- accurate kicking</li><li>- improved striking</li></ul>