

Year 2 Curriculum News Term 2, 2025



LEARNING AREA CONTENT

English

Reading: Whole school explicit teaching of phonics across P-6 continues.

This term, students will identify how informative texts are organised and how language and visual features are used to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.

Reading Assessment: *Short response* – Students read, view and comprehend a simple informative text and explore how a similar topic is presented in an imaginative text.

Writing: Students will engage in shared and independent writing experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.

Writing Assessment: *Extended response* - Students will create a written and multimodal informative text on a topic of their choice in the form of a poster or sign.

Maths

Number: Students will use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems. They will use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays.

Number Assessment: *Short response and project* – Students will partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.

Measurement: Students will use uniform units to measure, compare and discuss the duration of events and read time on an analogue clock to the hour, half hour and quarter hour.

Measurement Assessment: *Test/Examination & Observed demonstration* – Students will read time to the hour, half hour and quarter hour on an analogue clock and use a calendar to determine the number of days between events.

HASS

In HASS this term, students explore connections between people and places of significance.

Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant places. Students learn about the scale by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales. Students explore how places have meaning to people and the connection First Nations Australians have with local Country/Place. Our unit draws on the significance of Cape Hillsborough with an excursion enriching the learning experience.

Digital Technologies

Students show how simple digital solutions meet a need for known users. They represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. They use the basic features of common digital tools to create, locate and share content. They recognise that digital tools may store their personal data online.

Health

Students will explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel that they belong.

The Arts

Music: All students will be revising fundamentals of rhythm and pitch. They will be learning to read and play basic rhythms through games and body percussion. Matching pitch will be addressed through singing games and boom whackers. Simple note reading will also be a minor focus when learning to play chime bars.

Physical Education

Students will demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.

Our Vision:

Every student realising their potential ie, learning, achieving and flourishing.

Our Mission:

Empowering students to be 'Good at learning and Good at life'.

At Eimeo Road State School we nurture a culture of trying.

SCHOOL CONTACT:
Ph 4969 7111

STUDENT ABSENCES:
Ph 4969 7177
SMS 0407 966 649

DIARIES

Eimeo Road State School student diaries have been specially designed to support a safe and disciplined learning environment:

- Our diary clearly sets out our school expectations around being safe, being a learner and being respectful.
- To support social and emotional learning including Zones of Regulation.
- For use as a communication tool between school and home. If your child is struggling or has had a bit of a bumpy morning, parents can write "handle with care" into the diary. Teachers will know that your child needs a little more care and attention than usual that day.

HOMEWORK

Following a review of the ERSS homework policy, the new grid design was developed as a whole school approach to homework and details requirements for the week. These requirements include 3 must do and 3 can do activities which cover not only curriculum tasks but also social, emotional and physical wellbeing. Homework in year 2 is sent home Monday and is due back on Friday. If homework is not completed by Friday, by all means keep it over the weekend and return it on Monday.

Dates to Remember

May

Fri 9 th	Mother's Day morning
Tues 13 th – Fri 16 th	Book Fair
Fri 16 th	Dress like a Pirate Day for brain cancer
Wed 21 st	National Simultaneous Storytime
Week 6	Religious instruction begins – day TBA
Tue 27 th	Cape Hillsborough excursion
Wed 28 th	Under 8's morning

June

Thu 5 th	Junior sports morning
Thu 19 th	Mackay Show Holiday
Fri 27 th	Last day Term 2

July

Mon 14 th	First day Term 3
----------------------	------------------

Weekly Specialist Timetable for 2B

Monday	Digital Technologies with Ms Canino
Tuesday	Health with Mrs Sanders
Wednesday	Music with Mr Haggart / PE with Mrs Ralph
Thursday	Library borrowing (bring red library folder)

Follow us on Facebook: Eimeo Road State School

email: absence@eimeoroadss.eq.edu.au /

admin@eimeoroadss.eq.edu.au

website: <https://eimeoroadss.eq.edu.au>

Class Teacher: Mrs Jenny Brown

jbrow1018@eq.edu.au

Line Manager: Mr Cameron Brown

cbrow79@eq.edu.au

