

# Term I Newsletter

## Year 2



A huge welcome to all our students and parents/ guardians to Year 2! We look forward to working with you and your child throughout this year.

Each student will be given a school diary which will be used for communication. Please ensure your child brings it into class every day and you check it regularly.

If you have any questions or concerns this year, please feel free to contact us either through the communication diary, email, or pop into the classroom before or after school for a chat.

2G - Mrs Balinda Gall [bgall21@eq.edu.au](mailto:bgall21@eq.edu.au)

2S - Mrs Sarah Schatkowski [sscha33@eq.edu.au](mailto:sscha33@eq.edu.au)

### School Routines & Expectations

In 2026, from 8:20am students are supervised on the basketball court. No students should be outside classrooms until 8:50am.

8:50 First Bell - Students move to classroom with teacher

9:00 First Session of Learning

**11:00 First Break (15 minutes eating, 30 minutes play)**

11:45 Second Session

**1:15 Second Break (15 minutes eating, 15 minutes play)**

1:45 Third Session

3:00 Home

### Fruit Snack

Students are able to bring a small container of fruit or vegetables into the classroom in the morning before learning begins. We will stop for this healthy snack mid-way through the first session of learning. Please no yoghurts, sandwiches etc are these best to have at first break.

### Some important days to note:

Specialist lessons:

Mondays – PE & The Arts

Tuesdays – PE & The Arts

Wednesdays – Health & Digital Technology

Friday – Library borrowing. Students are required to bring a library bag so they can borrow and take a book home.

Parade is held Mondays from 9:00 - 9:30am in the hall, parents and carers are welcome to attend.

Religion is on Mondays for those who participate.

### Homework

Reading homework commences in week 2. Students will be encouraged and reminded to change their reading books when necessary. Please record nights of reading in the reading log and initial. Reading certificates will be presented to students on parade.

Written homework is handed out on Thursdays and is due back Wednesdays. This will commence in week 4.

Homework is to be handed into the box in the classroom when it is fully completed. Homework is a simple revision of concepts taught in class. If clarification is needed just contact us.

### English

#### Speaking and Listening

The purpose for students this term will be to share ideas and express an opinion about a familiar character and their traits.

Students will engage with a range of imaginative texts that use language in different ways to present characters and settings. Students will read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through these texts, students will discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.

Students will engage in shared and independent writing and/or learning experiences in response to learning and texts. They will use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students will use language for appreciating and responding to texts.

### Science

#### Materials

Purpose: To safely and fairly investigate ways to physically change materials to build a strong bridge. To make and compare observations, with guidance.

In this unit students will identify ways to change materials without changing their material composition and describe how people use science in their daily lives. Students will pose questions to explore observed patterns or

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relationships and make predictions based on experience. They'll suggest steps to be followed in an investigation and follow safe procedures to make and record observations. With guidance, they will compare their observations with those of others, identify whether their investigation was fair and identify further questions. Students will use everyday and scientific vocabulary to communicate observations, findings and ideas.

### HASS

#### **Our Community, Our Past**

In this unit students develop knowledge and understanding about the history of their local community and places, and how these connect to their identity and belonging. They investigate the significance of local people, groups, places and buildings, considering their historical, cultural and spiritual meanings. Using sources such as photographs, maps and stories, students suggest reasons for the location of landmarks, explore the history of chosen sites, and discuss why some places have heritage or cultural value, including sites of significance to First Nations Australians.

### Maths

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- use physical and virtual materials to represent numbers, 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
- locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways
- build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models

### Physical Education

Health And Physical Education are taught by our Specialist HPE teacher Mr Maxwell. This semester we are focusing on PE split over 2x 30-minute lessons and health with its own 30 minute session (total of 1.5hrs)

In PE lessons students are expected to be safe (by following instructions and staying within boundaries set), be

respectful (by taking turns, communicating with kind language and following instructions) always having a go (attempt all activities).

### PE: Mondays and Tuesdays

Students will be focusing on building strength through a number of different activities:

- Stretching
- Monkey bars, planking
- Circuit rolls
- Partner strength exercises etc.

### Health: Wednesdays

In our health unit we aim to develop students' relationships with others through the respectful relationship program.

Topics include:

- Emotional regulation
- Inclusive actions
- Exploring positive values i.e. persistence, strength courage etc.

### Visual Arts

Students will create a portrait of the character that they will speak about in their English assessment. They will explore different techniques, mediums and materials to create this artwork.

### The Arts

Music, Dance, Drama and Media are taught by our Specialist Music teacher Miss Kay. This semester we are focusing on Drama and Music split over 2 x30 minute lessons a week.

In the Music room students are expected to be safe (by using inside voices, staying within boundaries set, only using equipment for its intended purpose), be respectful (by taking turns, communicating with kind language and following instructions) and have a go (attempt all activities).

### Music - Monday

In our Music unit this year we aim to develop students':

- confidence to be creative and thoughtful and

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- knowledge and skills for listening with intent and purpose, composing and performing

This term students will continue to refine their singing voice. Students will explore the song Chicken At The Fencepost and be able to recognise, identify and read the symbols for the pitch used (in solfege, and western notation) and rhythm names. Students will continue practicing to play the beat, rhythm and melody on instruments.

### Drama - Tuesday

In our drama unit this year we aim to develop students':

- confidence and self-esteem and
- create a sense of curiosity, enjoyment and achievement through exploring and playing roles, and imagining situations

This term students will explore how to use a script. Students will use the story of the 3 Little Pigs and perform it using a script based on the Pigs perspective. Students will create characterisations and be able to link emotions with body language and situation. Students will vary the use of their voice and body to show age and emotion of the character performing.

This year **Digital Technology** will be taught by the Deputy Principal, Mr Reynolds

### Thank you

Balinda Gall & Sarah Schatkowski