

# POSEIDON PRIMARY SCHOOL

## SUPPORT PACKAGE 2025

### YEAR 2

Room 17, 18 & 19



The West Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life. Priority is given to the important areas of literacy and numeracy development, and although English and Mathematics are core subjects, literacy and numeracy are found in all subjects.

To support families gain an understanding of our school's programs and expectations, we offer this package which outlines your child's learning over the coming year, as well as how you can assist and support your child's education at home.

This package contains:

- An overview of each learning area
- A chart of the font used for handwriting

The entire package will be placed on our school website, so you can always find it.

[www.poseidonps.wa.edu.au](http://www.poseidonps.wa.edu.au)

## **Parent Teacher Communication**

We are happy for you to come in and discuss any issues relating to your child however to give your issues the attention they deserve please make an appointment time with us via a note or email.

Regarding emails, we check our emails before and after school. We rarely check emails during the day. If you need to get a message to your child or us during the day, please contact the school office.

## **Absentee Notes**

It is a legal requirement that the school is notified to explain student absences. Please text all absences to the SMS Absentee line 0447 924 008 with student name, date(s) of absence and reason for absence.

If your child is collected early from class, an orange slip must be collected from Administration and given to the teacher.

If your child is late to class in the mornings, they need to be signed in at the office and a note will be given to the child to hand to their child's teacher.

## **Medication**

Please make us aware if your child suffers from a specific medical condition such as asthma or allergies. Forms need to be completed and updated each year to assist with the management of your child's condition.

If your child requires prescription medication to be administered by the teacher, you must complete a consent form from Administration.

Poseidon PS is a nut aware school.

Please be mindful when sending food to school.

## **Managing Student Behaviour**

The students are encouraged to make decisions about appropriate behaviours and to take responsibility for their actions. We aim to adopt values and attitudes that will foster respect and care for others.

If students do not follow the rules of the classroom the following procedure will apply.

First warning - Verbal reminder to the student

Second warning - Name on board

Third warning - Name on board with a cross, think spot at a desk

Fourth warning - Name and cross are circled, Buddy Class

Fifth warning – Sent to Office and a white slip is completed and sent home.

## Mathematics

Mathematics in Year 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

### Typically, Year 2 students will:

- describe number sequences and locate numbers on a number line
- represent simple fractions using pictures
- learn about Australian money
- describe and draw shapes and objects, and use units to measure length
- learn to tell the time from an analogue clock, and use a calendar to determine the date
- describe the outcome of a chance event
- collect and investigate data collected from simple problems.

## English

The English curriculum for Year 2 places a strong focus on the development of literacy. Students listen to enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film and become more confident when they communicate

### Typically, Year 2 students will:

- listen to, read, view and talk about simple information books, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- sound out or recognise words
- use simple punctuation, such as capital letters and full stops
- write about their experiences, tell a story or talk about topics they have covered in the class
- spell a number of common words correctly and write in sentences
- add pictures to what they write
- produce their texts using computers or other devices
- listen and give talks to the class about a topic they are interested in
- develop readable handwriting.

## Science

In Year 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

### Typically, Year 2 students will:

- learn about living things and the environment; look for patterns that occur in life cycles of living things
- explore how they can change or combine everyday materials
- examine how light and sound are produced
- investigate simple systems, including water systems, in our environment and how these affect the way we use water.

## **Humanities and Social Sciences (HASS)**

In Year 2, experimentation, practice and play in personal and familiar situations aim to harness students' curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

### **Typically, Year 2 students will:**

- investigate family life now and in past generations, and how families are diverse
- investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world
- explore changes in their lives and their environment, such as change of seasons and how people celebrate
- explore how technology affects people's lives at home, work, play and in other ways, now and in the past.

## **Health and Physical Education**

In Health and Physical Education, students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence and become more confident and cooperative.

### **Typically, Year 2 students will:**

- practise what to do and how to get help when they feel uncomfortable or unsafe
- talk about similarities and differences in families
- talk about actions that make the classroom a healthy, safe and active place
- recognise and practise various emotional responses
- learn simple movement skills and understand how their body reacts to physical activity
- learn to take turns, share equipment and include others in games and activities.

## **Technologies**

Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.

### **Typically, Year 2 students will:**

#### **Digital Technology**

- design and safely make a product, for example, create a musical instrument using recycled materials
- explore how food and clothing are produced and how food can be prepared for healthy eating

#### **Digital Technologies**

- represent data as pictures, symbols and diagrams
- break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

## **The Arts**

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

### **Typically, Year 2 students will:**

- in Dance, dance alone and with others, being aware of the space and people around them
- in Drama, engage in role play and act out plays based on stories from the community
- in Music, listen to and create music and discuss how it makes them feel
- in Media Arts, discuss media images of characters and settings in community stories
- in Visual Arts, explore a variety of materials to create and display their art works for others to view.

## Homework

Each day of the week, we encourage your child to read at home independently, be read to by an adult or sibling and to spend time with their family. We will support your child by:

- taking them to the school library each week where they can borrow a book of their choice to take home for a week. (Must have a library bag or Homework Bag for borrowing)
- giving them a school reading book – decodable and or/ non decodable book to practice independent reading and applying skills learned at school. Your child will receive 1 or 2 books depending on their independent needs

### **Tips for reading with your child:**

- Encourage your child; tell them that they are doing a great job!
- Give your child time to work out difficult words.
- If they make a mistake say “Are you sure about that?” and ask them to re-read the word
- Help your child sound out the word; don’t just tell them what it says. If your child still has trouble with the word, sound it out with them and then say the word.
- Praise your child if they make a mistake and then they correct it on their own.
- Your child’s teacher is able to supply some book titles; however, there are many great texts at home that can be used. Newspapers, magazines, comics, instruction booklets, TV Guide, recipes, novels, picture books and poems are all great text to use.

There are generally three types of questions that can be used about texts. These can be used before, during or after reading.

#### **1. Literal questions – Right There – The Author wrote it**

The answers to these questions can be found in the text. They are directly stated

Examples: “What’s was the dog’s name? What happened to Tom?”

#### **2. Inferential questions - Read and Think – The Author Meant it**

The answers are not directly stated but implied

Examples: Why did the character run down the road?

#### **3. Evaluative Questions – Your Opinion – The Author would agree with you**

The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings.

Examples “What would you do?” “How are you similar to the main character?”

Useful Link:

[www.det.wa.edu.au/schoolsandyou/detcms/portal](http://www.det.wa.edu.au/schoolsandyou/detcms/portal)

# ZONES OF REGULATION



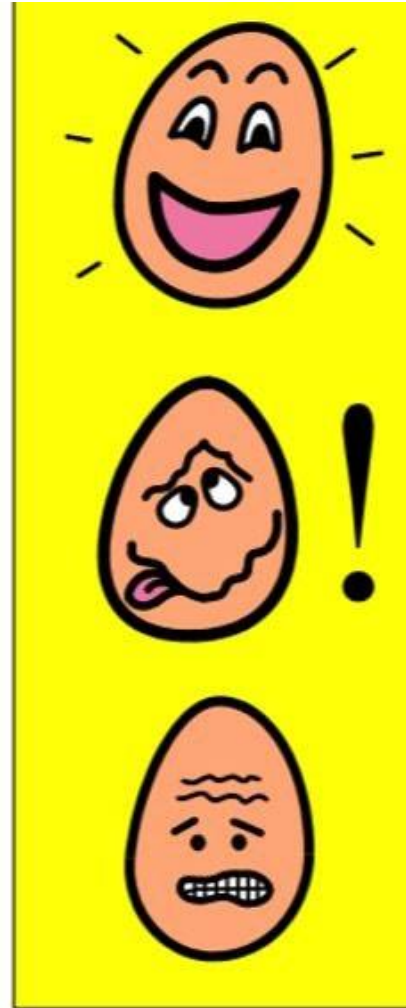
## BLUE ZONE

sad  
sick  
sleepy  
moving slow



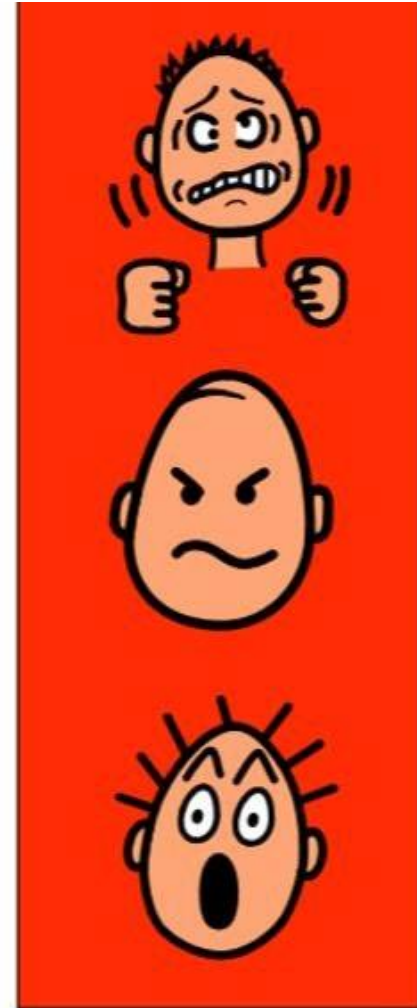
## GREEN ZONE

happy  
calm  
ready to learn  
feeling ok



## YELLOW ZONE

silly / wiggly  
excited  
worried  
loss of some control



## RED ZONE

mad / angry  
hitting / yelling  
terrified  
out of control

# Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

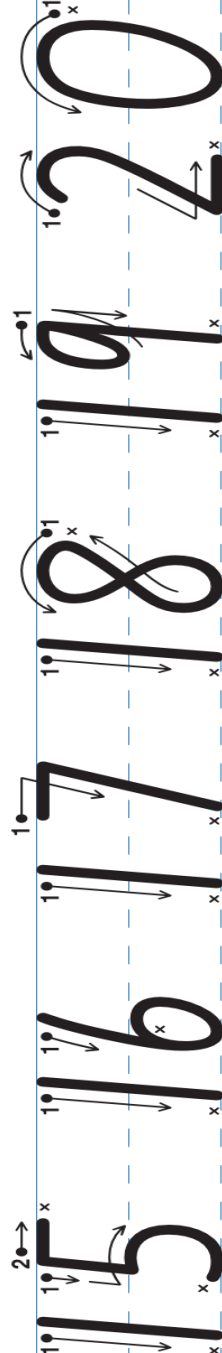
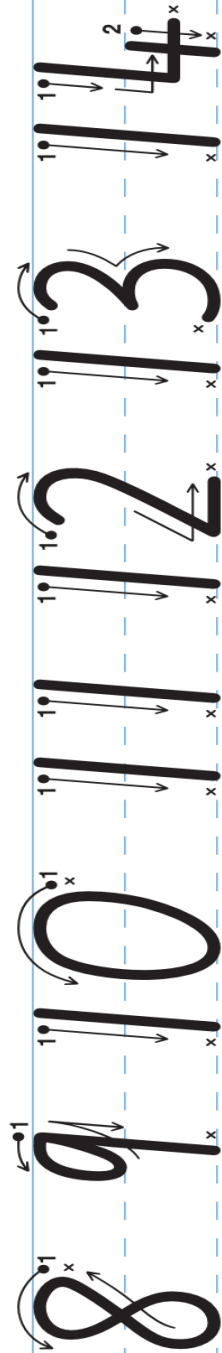
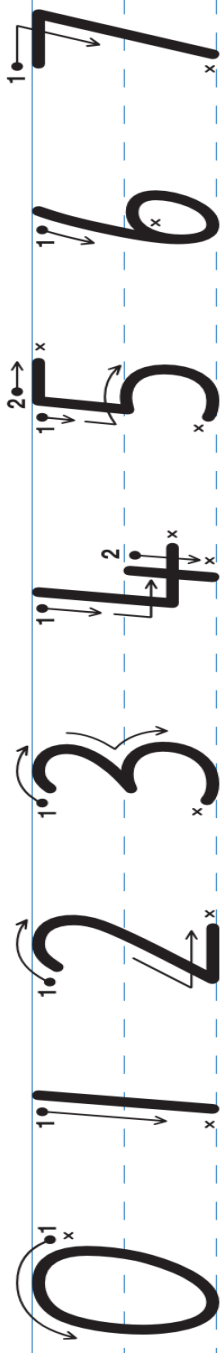
M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

# Writing Numbers 0-20



# Hundreds Chart

## Odd and Even Numbers

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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100