

TERM 4 OVERVIEW

NGARANG (YEAR 2)

Welcome to term 4 of Year 2 for 2025! This overview is designed to outline what our classes will be engaged in this term.

Year 2 Teachers: Willa Rogers, Hayley Skipper (Mon-Wed & Fri) and Laura Egan-Burt (Thurs), Jane Sutton and Radha Siripally

Specialist Teacher/s: Amy Pepper and Kristie Davies (Library), Chrystel Wille (French) and Sarah Buckley (Art)

School leader for Year 2: Jayde Condon

GENERAL INFORMATION

- ❖ Drop off should not be before 8.45am as supervision is limited up until that time as teachers and learning support staff get ready for the day.
- ❖ If you arrive before 8.45am, you will need to wait with your parents/carers (juniors) or sit down in the senior courtyard (seniors).
- ❖ If you arrive later than 9.10am, you will need to sign your child in at the front office.
- ❖ Our 'Kiss and Drop' on Sherbrooke St operates for all students from 8.40-9.00am and from 3.00pm for dropping students to school and picking them up in the afternoon. Students in kindergarten to year 2 are assisted to get to their drop-off point in the morning and to 'Kiss and Drop' in the afternoon.
- ❖ Please do not drop students, without getting out of your car, at other areas of the school, particularly along Sherbrooke St. We understand that students may have to walk slightly further from the 'Kiss and Drop' area, but dropping them in other locations causes congestion for families who need to have the adult assistance getting out of the car and can cause safety issues with families walking and riding to school.
- ❖ Our break times will be:
 - ❖ In-class eating time - 10:50am - 11:00am
 - ❖ Break 1 - 11:00am - 11:45am
 - ❖ In-class eating time - 1:05pm - 1:15pm
 - ❖ Break 2 - 1:15pm - 1:45pm
- ❖ Please ensure that your child brings the following **labelled** items to school each day:
 - ❖ A sun smart hat
 - ❖ A drink bottle
 - ❖ Sensible enclosed shoes for sport/P.E

MONDAY MORNING YARN UP

Every Monday, we have our whole school Yarn Up to start the week. All classes from Kinder to Year 6 will need to line up behind their class name in the senior courtyard after the bell. Monday Morning Yarn Up involves the school sharing messages about lunchtime clubs, any upcoming events or other activities for the school and will be led by the Year 6 Student Leaders. It is also a lovely chance for us to acknowledge students and staff and hand out certificates or ribbons from whole school events.

Students in Kindergarten to Year 2 should not go to the junior playground on Monday mornings but should head to the senior courtyard. Teachers from the junior school have practised with the students where they go and will be there to greet them on Monday mornings when the bell rings. We will also assist anyone who uses the Kiss and Drop area, or who catches a bus.

All students in K-6 can be dropped off to the senior courtyard from 8.45am and can place their bags behind the sign for their class. They can then play in the courtyard until the bell goes. When the bell goes, all students then sit in their lines and wait for the Yarn Up to start.

All classes then head off for their learning for the day from morning lines.

COMMUNICATION

We would like to support families by reminding you about the best ways to communicate with us. Please read below to see the different reasons you may have for contacting the school and the processes you use for each situation. Just a reminder that messaging on Class Dojo is no longer being used here at North Ainslie Primary School.

A fridge magnet was sent home earlier this year with the best contacts as a quick and easy reference.

We update families on what is happening at our school in a number of ways from information nights, emails, notes, newsletters, and Dojo. We encourage you to stay in touch with what is happening in our school through these channels.

Remember that our front office is a vital part of our communication strategy and is often a great first port of call. They can be contacted:

- ❖ by phone on 61420760 or
- ❖ via an email to admin@nthainslieps.act.edu.au

By using these processes, you also ensure the right information is getting to the right staff member in the most timely and efficient manner.

Staff responding to communication

Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. We aim to do this within three working days. There is no expectation that

COMMUNICATING WITH NAPS

ABSENCES

- Use the **Parent Portal** (can be used for past, present and future absences)
- Email absence@nthainslieps.act.edu.au
- Respond to the **SMS** from the school

APPOINTMENTS AND EARLY PICKUPS

- Please email the front office using the absence email address: absence@nthainslieps.act.edu.au
- They will then communicate with their class teacher
- For an unexpected pickup, please phone the front office on **61420760**

STUDENT SPECIFIC INFORMATION

- For any information regarding your child, please contact their class teacher via email first.name.surname@ed.act.edu.au

FOR ALL OTHER ENQUIRIES OR CONCERNS

Please contact the front office via phone or the admin email address (please do not use the absence email):

- Phone: **61420760**
- Email: admin@nthainslieps.act.edu.au

teachers respond to queries from families during their personal and family time. If your matter is urgent, please contact the front office rather than the classroom teacher. This will ensure we can get back to you as quickly as possible.

STAYING HOME IF UNWELL

We remind families that if your child becomes unwell to please not send them to school until their symptoms have resolved.

Unfortunately, short-term staff absences due to illness can have an impact on the way we run our schools – and in some cases schools may need to temporarily adjust the delivery of programs in order to manage. This may include minor adjustments to school timetables, split classes, a reduction in extracurricular activities, camps and excursions, or periods of larger group or supervised independent learning. Teachers may use online educational resources as part of their teaching at school.

These temporary adjustments support schools to ensure student learning is not impacted, and if any changes are made we will keep you updated.

TERM 4 LEARNING FOCUSES

Below is a brief overview of our learning focuses for Term 4.

English Focuses

- ❖ **Reading** – Students will read and explore a range of narrative and informative texts. They will compare how similar topics are presented in both text types, identifying differences in structure and features. Students will use reading strategies such as questioning, making inferences and summarising. Vocabulary development and comprehension activities will help students identify key details and develop topic knowledge.
- ❖ **Writing & Spelling** – Students will plan, draft, and publish short texts for a range of purposes: to inform, entertain, and express opinions. They will apply appropriate text structures to link ideas logically. Writing lessons will explicitly teach punctuation of simple and compound sentences, with opportunities for editing and revising. Students will be encouraged to use topic-specific vocabulary to enhance clarity and meaning in their writing. Students will apply spelling knowledge when drafting, editing and publishing written texts.
- ❖ **Viewing** – Students will view and interpret a range of multimodal texts, such as digital stories, animations, posters and diagrams. Lessons will explore how visual and verbal elements work together to inform, entertain, or persuade. Viewing tasks will also encourage students to critically engage with visual texts by asking questions, making inferences, and expressing opinions. Students will apply their understanding of visual features when creating their own multimodal texts.
- ❖ **Speaking & Listening** – Students will engage in a variety of listening activities, including listening to stories, informative texts, and peer presentations. They will identify key details, characters, settings, and messages, and respond to spoken texts by asking questions, making predictions, and retelling. Students will practise speaking clearly and confidently when sharing ideas and opinions. They will participate in partner, small group, and class discussions, building on others' ideas and contributing relevant information from learnt topics or personal experiences.

Math Focuses

- ❖ **Number and Algebra** - Students will continue to build their understanding of numbers to at least 1000. They will use place value to partition, rearrange and rename two- and three-digit numbers, and to regroup numbers to solve problems efficiently. Students will use mathematical modelling to solve everyday problems involving addition, multiplication, division, and money. They will learn to represent mathematical situations, choose appropriate strategies, and explain their thinking clearly.
- ❖ **Measurement and Geometry** - Students will compare and classify shapes, describing features using formal spatial terms.

Unit of Inquiry

❖ How we organise ourselves (Weeks 1-4)

Central idea: People design and create structures for different purposes.

Concepts: Function and Form

Lines of inquiry:

- The features and purposes of various structures and buildings
- Different structures around Canberra and their importance
- Significant places require care

Approaches to learning: Research and Thinking skills

❖ How we express ourselves (Weeks 5-10)

Central idea: People tell stories in a variety of ways to explain the world.

Concepts: Perspective and Function

Lines of inquiry:

- What a story is
- Different ways that stories are presented
- Why people tell stories

Approaches to learning: Communication and Thinking skills





Specialist Focuses





- ❖ **Art** - This term in visual art, year 2 students will explore a variety of ways of making art together and individually. Students will practise using observational skills as well as their imagination to engage in a variety of art processes, including creating a dynamic composition using block printing, making a tile design using sgraffito technique and drawing a detailed and imaginative structural design.
- ❖ **French** - In French this term, year 2 students will participate in French games and dance. They will use basic greetings and will learn new vocabulary and songs about the days of the week and the weather. They will keep learning about Paris and different landmarks. Students will also discover some well-known monuments such as la Tour Eiffel and l'Opera when listening to the stories "T'choupi Visite Paris" and "Babar's Guide to Paris".
- ❖ **Library** - This term in the library, year 2 students are exploring the imaginative stories of Julia Donaldson. Through reading and discussion, they share ideas and opinions about her books, expressing their appreciation of characters, settings, and favourite moments. This learning supports the achievement standard as students recount and express opinions about texts, using details from the stories to explain their thinking. Students are encouraged to borrow library books each week. On their library day, please send your child to school with a library bag to protect their library books.





TERM 4 CALENDAR



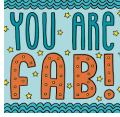

Week 3 27 - 31 Oct	Mon 27 Oct Thurs 30 Oct Fri 31 Oct	<ul style="list-style-type: none"> • Kinder excursion to Questacon • Yr 6 Band Excursions to IMP Celebrates - performance Mon evening • Green Halloween (5:30pm) • World Teacher's Day • Lyneham High School Transition Day
Week 4 3 - 7 Nov	Tues 4 Nov Thurs 6 Nov Fri 7 Nov	<ul style="list-style-type: none"> • Hackett & NAPS Group 1 Art Shows • NAPS Group 2 Art Show • Evacuation Drill (12:45pm) • Principal Coffee Chat (9am) in the staffroom
Week 5 10 - 14 Nov	Tues 11 Nov Thurs 13 Nov	<ul style="list-style-type: none"> • Remembrance Day (11am) • SC-ORE Orienteering at NAPS (8am)
Week 6 17 - 21 Nov	Tues 18 Nov Thurs 20 Nov Fri 21 Nov	<ul style="list-style-type: none"> • Year 1 Birrigai Excursion • New Families Info Sessions in hall (9:30 -11:00) • Year 3 Excursion to AIATSIS and NMA
Week 7 24 - 28 Nov	Mon 24 Nov - Fri 28 Nov Tues 25 Nov Wed 26 Nov Thurs 27 Nov	<ul style="list-style-type: none"> • Year 2 Aquasafe Program (1 class) • Board Meeting (6pm) • Pre 2026 BoW Stay and Play (3:30pm) • Pre 2026 EoW Stay and Play (3:30pm)
Week 8 1 - 5 Dec	Mon 1 Dec - Fri 5 Dec Fri 5 Dec	<ul style="list-style-type: none"> • Preschool 2026 Getting to Know You Interviews • Year 2 Aquasafe Program (3 classes) • Preschool 2026 Getting to Know You Interviews • Principal Coffee Chat (9am) in the staffroom • Campbell High School Transition Day
Week 9 8 - 12 Dec	Mon 8 Dec - Fri 12 Dec Tues 9 Dec Wed 10 Dec Thur 11 Dec	<ul style="list-style-type: none"> • Preschool 2026 Getting to Know You Interviews • Whole School Transition #1 (9:30am) • PYP Exhibition • Volunteer's Morning Tea (11am) • Whole School Transition #2 (9:30am) • IEC Conferences and Graduation (2.15pm)
Week 10 15 - 18 Dec	Mon 15 Dec Thurs 18 Dec	<ul style="list-style-type: none"> • Year 6 Graduation Ceremony (9:30am) and Dinner • Last day for 2025!

WEEKLY TIMETABLE

What a week in 2WR looks like:	Monday	Tuesday	Wednesday	Thursday	Friday
				 Art	
		 URFab Program	 French		
		 Library			

What a week in 2HS looks like:	Monday	Tuesday	Wednesday	Thursday	Friday
	 French	 URFab Program	 Art		
		 Library			

What a week in 2RS looks like:	Monday	Tuesday	Wednesday	Thursday	Friday
		 URFab Program	 French	 Library	
		 Art			

	Monday	Tuesday	Wednesday	Thursday	Friday
What a week in 2JS looks like:			 Library		
	 Art	 URFab Program			
		 French			

If you have any questions, please speak to your child's teacher. We look forward to a fun term of learning!

The Year 2 Team