

Stage 2

"IDENTITY"

Term 1 2026



Enduring Understanding

Our body is a temple for God's Holy Spirit to be care for as God intended

Knowledge

An inquiry into:

- Making decisions about healthy choices for our body and mind.
- Learning how to use digital technologies safely and for a purpose.
- Our God-given strengths and how we can use these to serve others.

Action

What might our students do now?

Students will learn about staying safe and taking responsible risks, healthy food, expressing their emotions clearly, and dealing with conflict.

They will consider how they have changed in their life and reflect on the things that they will be able to do in the future.

Progressive Summative Assessment

Students will inquire into Digital Technologies and Health by creating a digital avatar art, depicting their identity.

Students will engage in a series of tasks involving the safe and effective use of digital systems and tools.

Faith & Character Formation

We are all created in His image.

Jesus shows us how to live our lives in a way that honours God.

Jesus performed miracles that are not humanly possible, because He is the Son of God.

Concepts

What do we want students to conceptually understand?

Knowing who I am and Whose I am.

Learning Habits

What do we want students to be able to do and who we want them to become

Critical Thinking

- I identify important details and think about how things are connected.
- I consider multiple solutions to a problem and explain why one might work better than another.
- I evaluate ideas by considering different perspectives and evidence.

Reflection

- I reflect on my work, what strategies worked well and what could be even better if...
- I set simple goals for my learning based on what I've reflected on.
- I consider how others might see things differently and how I can learn from others' ideas.

Resilience

- I manage setbacks and mistakes, showing resilience and continuing to work toward solutions.
- I know my personal strengths and challenges, and take responsibility for my responses.
- I seek and offer support from others to help manage challenges.





Suggested Parent Engagement

Engage with Qustodio (parent information provided through College communications and on the website).

Create goals with your child.

Discuss ICT boundaries in your home ie screentime, parent controls.

Investigate your family's heritage and how that helps to shape your child's identity.

Literacy Focus

Concepts

- Text structure and organisation
- Creating texts for different purposes
- Phonics and word knowledge
- Expressing and developing ideas
- Decoding and comprehension

Skills

- Create texts that entertain and persuade the reader.
- Apply appropriate text structure, grammar and punctuation to written samples.
- Apply spelling generalisations, prefixes and suffixes to spell familiar and unfamiliar words.
- Read and comprehend a variety of texts for different purposes.

Numeracy Focus

Concepts

- Number and Place Value
- Addition, subtraction, multiplication and division
- Length and measurement
- Time
- Fractions

Skills

- Represent and manipulate place value.
- Solve basic algorithms using a range of strategies.
- Add, subtract and multiply basic number facts.
- Tell time using digital and analogue clocks.
- Identify, explore and represent fractions.

Japanese

Learning how to say 'What is this?'

Exploring some unique Japanese items.

Music

Developing our knowledge of musical elements through playing games and learning songs.

Our focus this term is on Ukuleles, high and low 'do' and finding the 'Farmer's Dairy Key'.

P.E

Outdoor Education

Team based activities to develop collaboration by performing a range of roles in group or team movement activities.

Participate in physical activities to develop map reading and introductory orienteering skills.

Netball

Develop and apply fundamental movement activities of throwing, passing, running and dodging through Netball games and activities. Introduction to Netball skills, rules and strategies.

Dance

Participate in an integrated dance and drama unit, exploring how storytelling, character, and movement can be combined to create meaningful choreography. Through this linked approach, Stage 2 & 3 devise a short narrative that is communicated through dance, developing creative thinking, collaboration, and performance skills.

