



# Curriculum Overview

Year 2/3  
Composite



In Term 1, we will be learning about the following topics in each curriculum area:

| Year 2 students   | Year 3 students  |
|---|--|
| <p><b>English:</b></p> <p>In this unit, students will engage with a range of imaginative texts which use language in different ways to present characters and settings. Through these texts, students will discuss character traits and share their opinions. Students will also engage in shared and independent writing and/or learning experiences in response to the variety of texts. They will use interaction skills when engaging in discussions and use specific vocabulary when delivering oral presentations.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>   | <p><b>English:</b></p> <p>Students will engage with a variety of imaginative texts. They will explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Students will participate in shared and independent writing in response to texts, and will create their own texts using imaginative texts as models.</p> <p>Students will be involved in discussions about texts, and use language to express appreciation of these texts. They will use more formal language and specific vocabulary when delivering oral presentations to an audience.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>  |
| <p><b>Mathematics:</b></p> <p>Students will develop an understanding:</p> <p><b>Number</b></p> <ul style="list-style-type: none"><li>• 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</li></ul> <p><b>Space</b></p> <ul style="list-style-type: none"><li>• Locate and identify positions on maps and use familiar mathematical language</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations</li></ul> <p><i>This learning area will be taught, assessed and reported on.</i></p> | <p><b>Mathematics:</b></p> <p>Students will develop an understanding:</p> <p><b>Number</b></p> <ul style="list-style-type: none"><li>• manipulate numbers using understanding of place value in the base-10 number system including partitioning and regrouping</li></ul> <p><b>Space</b></p> <ul style="list-style-type: none"><li>• determine key features of familiar spaces and use these when creating spatial representations (maps)</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings</li><li>• recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results</li></ul> <p><i>This learning area will be taught, assessed and reported on.</i></p> |
| <p><b>Science: Properties and Changes in Materials</b></p> <p>Students will explore different materials, their properties, and how they are used. They will investigate how materials can be combined, mixed, and changed, including how heat affects solids, liquids, and gases. Through hands-on experiments, students will observe melting, freezing, and other state changes. This unit encourages curiosity and scientific thinking through practical investigations.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>   |  |

**Humanities and Social Sciences:**

In this unit, students will investigate their changing life, by investigating their personal history and identifying and describing important dates and changes in their own lives. They will use sources to describe and sequence important events and changes in their lives. Student will identify how school has changed or stayed the same over time.  
*This learning area will be taught, assessed and reported on.*

**Humanities and Social Sciences:**

In this unit, students will be investigating rules, decisions and community commemorations. They will investigate commemorations and celebrations that take place in their community. They will explore what aspects have changed and remained the same over time by examining a commemoration significant in the community. Students will explore the role of rules and making democratic decisions in the school community.  
*This learning area will be taught, assessed and reported on.*

**Health and Physical Education (HPE):**

In Health, students will explore the school's expectations and promoting its high standards of responsible behaviour. Students will explicitly learn the school rules and explore their emotions through the zones of Regulation program which will assist them to develop a toolbox of thoughts and actions. In PE, students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations.  
*This learning area will be taught, assessed and reported on.*

**The Arts – Media Arts:**

In this unit, Year Two students will investigate how information and messages are communicated through visual and digital media. They will design and share an electronic poster that delivers an intended message, reflecting on the impact of their design choices.  
*This learning area will be taught, assessed and reported on.*

**The Arts – Media Arts:**

This unit introduces Year 3 students to the principles of advertising, focusing on the use of persuasive techniques, target audiences, and media elements like sound, text, and images. Students will develop media literacy skills through analysis and creative tasks, culminating in the creation of a sensory toy advertisement.  
*This learning area will be taught, assessed and reported on.*

**Technologies - Digital Technology:**

Students will continue to develop important digital literacy skills to enable students to engage with the curriculum using digital technology.  
*This learning area will be taught, but not assessed and reported on.*