



Curriculum Overview

Year 2



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

English:

Students engage with a range of imaginative texts which use language in different ways to present characters and settings.

Students 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 texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.

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

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as 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.

This learning area will be taught, assessed and reported on.

Science:

Students experience Science investigations to build on their knowledge from the Science they experienced in Prep and prepare them for the upcoming units.

From week 5 onwards, Students explore how materials change physically (bending, stretching, etc.) while noting that properties stay the same. They investigate material suitability for specific purposes, including traditional uses by Aboriginal and Torres Strait Islander peoples. Students learn safe testing methods, measure changes, and use digital tools to represent material changes.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences:

Students develop knowledge and understanding about how places can be represented in different ways, including maps, plans and geographical divisions. They identify where they live in Australia in relation to their nearest capital city, region, and state or territory, and investigate the places they and their families visit for daily and special activities. Students explore links between their community and other places through food, holidays, relatives, and changes in transport and communication technologies that connect people at local, regional and state levels.

They also learn how people and places are interconnected, with a focus on the ongoing connections of First Nations Australians to land, sea, waterways, sky and animals. Students explore local language groups, the relationship between language, Country/Place and spirituality, and the significance of Acknowledgement of Country and Welcome to Country. As they investigate, they pose questions, collect and interpret information, draw conclusions and communicate their understandings about people and places using geographical terms.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE)- Specialist:

Students demonstrate and apply protective behaviours to stay safe and support others. They practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help. Through role-plays, discussions and play, students practise assertive behaviours, such as saying yes and no, using body language, cues and gestures. They demonstrate and describe skills and strategies to develop respectful relationships

This learning area will be taught, assessed and reported on.

The Arts -Specialist:

Across this unit, students explore how the arts, through the context of drama, helps people understand roles, feelings and everyday situations in their lives, communities and the stories they experience. They investigate how drama uses facial expression, body movement, props and simple costume items to communicate meaning without spoken language.

Students participate in guided dramatic play, community helper investigations, school-based scenarios and story-world explorations to understand how people use drama to express who they are, what is happening and how they feel. They view and discuss drama examples from different cultural and community contexts and describe where, why and how people experience the arts.

This learning area will be taught, assessed and reported on in the Semester Two report card.

Digital Technology- Specialist

To continue to develop important digital literacy skills to enable students to engage with the curriculum using digital technology.

This learning area will be taught, assessed and reported on in the Semester Two report card.