



Curriculum Overview

Year 2 – 3 Composite



In Term 2, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of informative texts about Australian animals, building knowledge through both reading and viewing. Imaginative texts with related themes are used to support vocabulary and content understanding.

Reading and Viewing:

- Students read and comprehend a range of texts, including picture books, information reports, factual descriptions, short films, and animations.
- They explore how informative texts are organised and how authors use language and visuals to present facts and ideas.
- Students compare how narrative and informative texts explore similar topics differently to suit their purposes.
- Year 3 students extend their skills by using phonics, grammar and morphemic knowledge to read fluently and begin evaluating how texts are structured for different audiences and purposes.

Writing and Creating:

- Students take part in shared and independent writing to create informative texts about Australian animals.
- They use topic-specific vocabulary, visual features, and appropriate layouts.
- Year 2 students focus on writing using simple and compound sentences, while Year 3 students organise ideas into paragraphs and spell multisyllabic words with increasing accuracy.

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

Mathematics: Year 2

Number and Algebra

- recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
- 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
- use number sentences to formulate additive situations
- use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- partition collections, shapes and objects into equal parts and build a sense of fractions

Mathematics: Year 3

Number and Algebra

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

<p>Measurement</p> <ul style="list-style-type: none"> • use uniform units to measure, compare and discuss the duration of events • reads time on an analog clock to the hour, half hour and quarter hour <p><i>This learning area will be taught, assessed and reported on.</i></p>	<ul style="list-style-type: none"> • make estimates when solving problems to determine the reasonableness of calculations when checking the solution <p>Measurement</p> <ul style="list-style-type: none"> • use metric units to measure and compare events and duration • recognise the relationship between dollars and cents and learn to represent money values in different ways <p><i>This learning area will be taught, assessed and reported on.</i></p>
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Science: Earth and Space Sciences

This term, students will learn about Earth's natural resources and how we use and conserve them. They will explore how the Sun, Earth, and Moon affect day, night, seasons, and even how we tell time. Through hands-on activities, students will build their understanding of sustainability and Earth's place in space.

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

Humanities and Social Sciences:

Students will investigate their personal history and identify and describe important dates and changes in their own lives. They will investigate commemorations and celebrations that take place in their community and explore what aspects have changed and remained the same over time.

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

Health and Physical Education (HPE):

HEALTH- Our Culture

In this unit, students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.

MOVEMENT- They keep me rolling

In this unit, students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.

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

The Arts- Music:

In weeks 1-3, students complete the Media Arts unit they experienced in Term 1, then begin their Music unit in week 4.

Music

During this 13-week unit across Terms 2 and 3, students will explore the music they hear, create, and perform. They will learn why people make music and how to stay in tune and keep the beat when singing and playing instruments.

This learning area will be taught, assessed and reported on. Media Arts will be assessed and reported in the Semester One report card, while Music will be assessed and reported in the Semester Two report card.

Design Technology: (Taught across terms 2, 3 &4)

A Boat that Floats

Students design, make, evaluate and reflect on their own model boat They make one prototype to develop their ideas and skills, and then alter it or create a "better quality" boat after testing.

This learning area will be taught, but not assessed and reported on until SemesterTwo2.