



# Curriculum Overview

## Year 2



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

### English:

Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.

Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.

Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.

Students engage in shared and independent writing and/or learning experiences to create informative texts about Australian animals, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.

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

### Mathematics:

#### Number and Algebra

Students engage in investigations to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language, physical and virtual materials, diagrams and different calculation strategies.

Students 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.

Students compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations

#### Measurement

Students use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.

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

### Science:

#### Weeks 1-5- Unit 1- Chemical Science

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.

#### Week 6 ongoing until week 5 Term 3- Earth and Space Science

Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night.

Students engage with ways people use patterns in the movement of celestial objects, for example: helping with navigation, or making predictions about future appearances of stars and comets, planetary alignments or meteor showers.

Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day, and further develop their use of scientific vocabulary to describe observed patterns.

*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):**

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-**

Weeks 1-4- Drama

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.

Week 5 onwards- Visual Art

During this 6-week unit in Term 2, students will experiment with the elements of visual art utilising paint, oil pastels and watercolours.

*This learning area will be taught, and through the subject of Drama, assessed and reported on.*

## **Digital Technology:**

### **Unit 1 - Data, Hardware and Software**

Students recognise and explore how digital and information systems are used for particular purposes in daily life and collect, sort and represent data in different ways.

### **Unit 2 - Lego WeDo**

Students describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts.

*This learning area will be taught, but not assessed and reported on until Semester Two.*