



Curriculum Overview

Year 2 – 3 Composite



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students in Years 2 and 3 develop their ability to express opinions by engaging with a wide range of imaginative and informative texts. These texts, ranging from picture books and simple chapter books to short films and animations, serve as a stimulus for students to think critically, share ideas, and respond with persuasive language.

Across both year levels, students read, view, and comprehend texts suited to their growing independence as readers. They explore how language can be used persuasively and how different texts are structured to suit particular purposes and audiences. Students are introduced to persuasive elements such as vocabulary choices, emotive language, and reasons to support opinions.

Through shared and independent writing tasks, students create their own persuasive texts. They practice using interaction skills during discussions, and consciously choose vocabulary to match the topic and audience. As they progress, students learn to structure their ideas clearly, use relevant details, and strengthen their arguments.

Year 3 Extended concepts:

- Engage with more complex and technical content as independent readers.
- Create persuasive responses with a clearer sense of purpose and audience.
- Use more advanced persuasive techniques such as modal verbs, language of evaluation and emotion, and precise, topic-specific vocabulary.
- Structure their writing using the stages of a basic argument, including elaborated reasons and supporting details.
- Contribute to discussions using a clear structure and elaborated ideas aimed at an audience.

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

Mathematics: Year 2

Number

- partition collections, shapes and objects into equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, connecting this to measures of turn and representations of time
- 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
- recognise that mathematics can be used to investigate things students are curious about, to solve practical problems and model everyday situations, describing thinking and

Mathematics: Year 3

Number

- recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context
- 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
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

Space

- determine key features of objects and spaces including

<p>reasoning using familiar mathematical language</p> <p>Space</p> <ul style="list-style-type: none"> • describe spatial relationships such as the relative position of objects represented within a two-dimensional space • use uniform units to measure, compare and discuss the attributes of shapes <p>Measurement</p> <ul style="list-style-type: none"> • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p>angles, and use these when building models and spatial representations</p> <ul style="list-style-type: none"> • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems <p>Measurement</p> <ul style="list-style-type: none"> • use metric units to measure and compare objects • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems • 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 to identify and classify living and non-living things by exploring the seven characteristics of life. They will investigate how living things grow and change by observing life cycles, such as chickens and bees, and documenting their observations. Through hands-on activities and group discussions, students will also explore how living things respond to their environment and how to group them based on observable features like body covering or number of limbs.

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

Humanities and Social Sciences:

Year 2 students will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place. Year 3 students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.

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

Health and Physical Education (HPE):

HEALTH- Stay Safe

In this unit, students will explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

MOVEMENT- Ropes and Rhymes

In this unit, students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.

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

The Arts:

Music (7weeks)

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, while expressing ideas and practising performing with accuracy and rhythm.

Dance (3 Weeks)

Students are exploring how movement can be used to communicate ideas, characters and stories..

This learning area will be taught, assessed and reported on. Music will be taught, assessed and reported in the Semester Two report card, while Dance will be taught across Semester Two, but not assessed and reported on.

Design Technology: A Boat that Floats

(Taught across terms 2, 3 & 4)

Students will 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, assessed and reported on in the Semester Two report card.