



# Curriculum Overview

## Year 2



In Term 4, we will be learning about the following topics in each curriculum area:

### English:

#### Engaging with narrative texts

In this unit students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.

Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.

Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.

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

### Mathematics:

#### Number and Algebra

Students will:

- partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning.
- Recognise types of patterns in different contexts
- Compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations

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

### Science:

#### All Mixed Up

This unit provides the opportunity for students to learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses.

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

### Humanities and Social Sciences:

#### Present Connections to Places

In this unit, students will explore the following inquiry question: How are people connected to their place and other places?

Students will:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another
- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility
- represent connections between places by constructing maps and using symbols
- examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections
- respond with ideas about why significant places should be preserved and how people can act to preserve them.

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

### Health and Physical Education (HPE):

In this unit, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing. Students will also demonstrate fundamental movement skills (instead

pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

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

## **Music:**

Continue working through the "My Mini Music Program" focusing on the achievement standards of:

1. Communicating about music
2. Improvising, composing, arranging, and performing music
3. Demonstrating aural skills by staying in tune and keeping in time.

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

## **The Arts:**

### **Drama**

In this unit, students make and respond to drama by exploring the theme of shopping.

Students will:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping
- use voice, facial expression, movement and space to imagine and establish role and situation
- present drama that communicates ideas about shopping to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.

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

## **The Technologies:**

### **Design Technology -Awesome Aussie Animals**

Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a model of a new species of Australian animal.

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