



Curriculum Overview

Year 2 – 3 Composite



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

English:

Through a novel study, students in Years 2 and 3 will build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings, and mood. Additional texts, including picture books, simple chapter books, and informative texts with related themes, may be provided to support meaning and extend learning. Students will read, view, and comprehend a range of narrative texts that describe events. These texts feature well-developed characters, settings, clear sequences of events, and images that extend meaning. Students will use phonic, morphemic, and grammatical knowledge to read accurately and fluently as independent readers. Through texts, students will explore how ideas are presented through characters and events and identify language features selected to suit purpose and audience. They will also explore how language can be used to express and extend ideas.

In writing, students will engage in shared and independent learning experiences to create imaginative responses to texts. They will use appropriate text structures to organise and group ideas into paragraphs, construct simple and compound sentences, apply noun and verb groups, and select topic-specific vocabulary.

Year 3 Extended concepts:

- Engage with more complex and technical content as independent readers.
- Use additional texts to build background meaning
- Spell multisyllabic words with more complex letter patterns and add detail to their texts.

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 reasoning using familiar mathematical language

Space

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 angles, and use these when building models and spatial representations

- 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

Measurement

- use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass

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

- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems

Measurement

- 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

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

Science: Physical Sciences

In this unit, year 2 students will explore how an object moves or changes shape due to being pushed or pulled. They will pose and respond to questions and make predictions about familiar objects and events. Students will Participate in guided investigations to explore and answer questions. They will use informal measurements to collect and record observations, using digital technologies as appropriate. They will use a range of methods to sort information, including drawings and provided tables. Through discussion, compare observations with predictions. Students will compare observations with those of others and represent and communicate observation and ideas in a variety of ways.

In this unit, year 3 students will explore how heat can be produced and can move from one object to another. With guidance, student will identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. They will plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment. Students will consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately. They will use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends, and compare results with predictions, suggesting possible reasons for findings. Students will reflect on investigations, including whether a test was fair or not and represent and communicate observations, ideas and findings using formal and informal representations.

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- Message Targets

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.

MOVEMENT- What's your target?

Students demonstrate fundamental movement skills (instep 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.

The Arts:

In Dance, with ZING Activ, students are exploring how movement can be used to communicate ideas, characters and stories. They are learning to use the elements of dance (including body, space, time and dynamics) to create simple sequences. Students are developing confidence in performing with others and are beginning to reflect on how dance can express meaning and come from different cultures or traditions.

This subject (Dance) will be taught, 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.