



Curriculum Overview

Year 2



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

English:

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. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.

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

Mathematics:

Number and Algebra

- 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:

Term 3 week 6- Term 4 week 5- Unit 3 Physical Science

Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way.

Students engage in guided discussions regarding how sound is used in everyday applications, such as: how music can be understood as patterns of sounds and how to use their body or instruments to create music; how traditional musical instruments are used by Aboriginal peoples and Torres Strait Islander peoples to produce unique sounds; examples of toys and digital tools that are voice activated; how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others.

As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.

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

Week 6 onwards

Students experience Science investigations to build on and consolidate their knowledge from the Science they experienced this year.

Humanities and Social Sciences: People and places around us

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 investigate a range of health messages and explain the importance of health information when making decisions. They apply fundamental movement skills in different situations and explain how to move effectively with objects and in space. Students describe the benefits of physical activity and investigate what makes movement enjoyable through participation in a range of games. They explore strategies to apply rules, collaborate with others and develop respectful relationships.

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

The Arts:

Music (14 weeks)

During this 14-week unit across Terms 3 and 4, 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.

Dance (6 Weeks)

Students are exploring how they can use movement to tell a story or express an idea.

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.

Digital Technology:

Students follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition). This may involve describing directions for a person to follow or sequencing how to get ready for school in the morning.

Students access and use the basic features of common digital tools to create, locate and share content.

This learning area will be taught, assessed and reported on in the Semester Two report card.