



Year 2 2024 Term Two - Curriculum Overview



School Priorities 2024

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Cross Country: 18th April
Mother's Day Stall: 9th May
Under 8's Day: 24th May
Junior Sports Day: 12th June



ENGLISH – Writing and performing poetry

In this unit, students will read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. In reading, students will identify literal and inferred information as well as the main idea, providing evidence from the text to justify their answers.

Assessment: Students create an innovation of a known poem and respond to comprehension questions to demonstrate an understanding of literal and implied meaning. Students will also present (recite) a known poem to a familiar audience.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.
- **Fractions and decimals** - represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.
- **Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.
- **Patterns and algebra** - identify the threes counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.
- **Using units of measurement** - identify the number of days in each month, relate months to seasons, tell time to the hour and half hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.
- **Shape** - recognise and name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes and describe the features of familiar three-dimensional objects.
- **Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

Assessment: Students will solve simple addition and subtraction problems using a range of strategies. They will describe number patterns, identify missing elements and identify collections of Australian notes and coins with their values. Students will draw two-dimensional shapes and recognise the features of three-dimensional objects.

SCIENCE – Save Planet Earth

Students will investigate Earth's resources. They will describe how water is used and the importance of conserving resources for the future of all living things. Students will use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve water and decisions they can make in their everyday lives.

Assessment: Students will identify the different uses of water and describe ways to conserve it. They will identify and justify the best conservation methods. Students will use informal measurements to make observations and communicate their ideas using scientific language.

HASS – Present connections to places

This HASS unit will be taught and assessed across Term 1 and 2. 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 the Earth, which can be expressed using direction and location of one place from another
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world
- respond with ideas about why significant places should be preserved and how people can act to preserve them.

Assessment: This term, students will identify services provided by places. They will identify and describe the significance of places to themselves and others. They will also recognise how to care for significant places and describe why significant places should be preserved.

THE ARTS

Music

This curriculum area was taught and assessed in Term 1.

Visual Arts

This curriculum area was taught and assessed in Term 1.

Media Arts

In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms.

Assessment: Students will explore how messages are communicated in posters. They will make and share an electronic poster that communicates a school safety message.

TECHNOLOGIES

Digital Technologies

This term, students will recognise and explore how digital and information systems are used for particular purposes in daily life. They will collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning. Students will also apply strategies to explore patterns and work collaboratively to organise ideas and information.

Assessment: Students will represent data to make meaning, to create and share information using collected data to convey meaning.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They 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.

Assessment: *Students will describe changes as they grow older. They will also identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.*

Physical Education

This term, students will demonstrate fundamental movement skills such as catch/mark, punt kick and one hand strike. They will also solve movement challenges.

Assessment: *Students will demonstrate fundamental movement skills and test alternatives to solve movement challenges.*