

## Year Two – Curriculum Overview – 2025

Learning Area		Term 1	Term 2	Term 3	Term 4
English	<b>Units</b>  <b>7 hours per week</b>	<b>Exploring Imaginative Texts and Characters</b>  In this unit, students read, viewed and listened to a variety of literary texts to explore how characters are represented in print and images. Students create a spoken presentation to share ideas about a character, including describing the character's traits, and express an opinion about the character with supporting reasons.	<b>Explore Informative Texts</b>  In this unit, students read, view and listen to a range of texts to create an informative text. Students examine an informative text. They identify the text structure and organisation of informative texts and identify language features to suit the purpose. Students will create an informative text on a chosen topic.	<b>Creating a Narrative</b>  In this unit, students will engage with a range of texts which build on students' knowledge of narrative text structure and language features. 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. 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.	<b>Exploring Persuasion</b>  In this unit, students will explore persuasion and how to express a preference. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience.
	<b>Assessment</b>	<b>Imaginative texts</b>  To create a spoken text to express a preference for one character giving reasons.	<b>Writing an informative text</b>  To create an informative text with a supporting image.  Reading comprehension: (NF)	<b>Written narrative</b>  To write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text  Reading Comprehension (fiction) task	<b>Expressing a preference</b>  To create a spoken text to express a preference for a place or chosen destination.
Maths	<b>Units</b>  <b>5 hours per week</b>	Number <ul style="list-style-type: none"> <li>use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems.</li> </ul> Space <ul style="list-style-type: none"> <li>locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways.</li> </ul> Statistics <ul style="list-style-type: none"> <li>build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.</li> </ul>	Number and Algebra <ul style="list-style-type: none"> <li>recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language.</li> <li>use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems.</li> <li>use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays.</li> <li>use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions.</li> <li>compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling.</li> </ul> Measurement <ul style="list-style-type: none"> <li>use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.</li> </ul>	Number <ul style="list-style-type: none"> <li>identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time</li> <li>build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths)</li> <li>use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays</li> <li>use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions.</li> <li>recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.</li> </ul> Space <ul style="list-style-type: none"> <li>compare and classify shapes, describing features using formal spatial terms</li> </ul> Measurement <ul style="list-style-type: none"> <li>use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass</li> </ul>	Number and Algebra <ul style="list-style-type: none"> <li>continue to build fluency for understanding using addition, subtraction and multiplication facts.</li> <li>extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning.</li> <li>recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern.</li> <li>compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations.</li> <li>develop a sense of equivalence, chance and variability when they engage in play-based and practical activities.</li> </ul>
	<b>Assessment</b>	<b>Assessment task 1.1 — Space</b>  <b>Assessment task 1.2 — Statistics and Statistical investigations</b>	<b>Assessment task 2.1 — Number and Mathematical modelling</b>  <b>Assessment task 2.2 — Measurement</b>	<b>Assessment task 3.1 — Number and Mathematical modelling</b>  <b>Assessment task 3.2 — Measurement and Space</b>	<b>Assessment task 4.1 — Number and Algebra</b>

Science	<b>Units</b>  <b>30 mins per week</b>	<b>Toy Factory</b> Pushes/pulls affect how objects move or change shape. See how pushes/pulls cause movement in everyday objects. Effect on movement caused by changes to object, or to push/pull on object. Measure & compare movement. Explain how pushes/pulls can be used to change movement of an object.	<b>Good to Grow</b> Examine how living things change as they grow. Investigate and compare changes that occur to different living things during their life stages, including similarities and differences between parents and offspring. Describe the characteristics and needs of living things in each life stage and how the needs are met.	<b>Mix, make and Use</b> Investigate combinations of different materials and give reasons for selection of materials according to properties and purpose. Describe changes to objects and materials when separate and combined. Make an object which has a purpose in everyday life.	<b>Save planet Earth</b> Investigate Earth's resources and describe their use. Learn importance of conserving resources for future of all living things. Propose and explain actions that can be taken to conserve Earth's resources. Share ideas about conservation of Earth's resources in a presentation.
	<b>Assessment</b>	Integrated investigation – Students explore pushes and pulls of an object. Students make observation and label diagram to record how it moves.	Students will create a book creator that explores the life stages of an animal examined throughout unit. <ul style="list-style-type: none"> <li>Meal Worms</li> </ul>	Design and create a lunchbox Students make an object to hold a wrapped sandwich and an orange. The object must be: -Made by combining different types of materials -Strong enough to be held from the top (not supported underneath) while being carried over a distance of ten metres. -Water resistant on the inside so that it can be wiped clean with a damp sponge.	Science Report - Students complete a 2-part report. Students will use measurements to make observations. Discuss the scenario presented in the picture, which shows the result of a 'fair test'.

Learning Area		Semester 1	Semester 2
HASS	<b>Units</b>  <b>45 mins per week</b>	<b>Are we there yet?</b> Inquiry question: <ul style="list-style-type: none"> <li>How are people connected to their place and other places In this unit students:</li> <li>Draw on representations of the world as geographical divisions and the location of Australia.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Represent connections between places by constructing maps and using symbols.</li> <li>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.</li> </ul>	<b>Impacts of technology over time</b> Inquiry question: <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul> In this unit students: <ul style="list-style-type: none"> <li>Investigate continuity and change in technology used in the home, e.g. in toys or household products.</li> <li>Compare and contrast features of objects from the past and present.</li> <li>Sequence key developments in the use of a particular object in daily life over time.</li> <li>Pose questions about objects from the past and present.</li> <li>Describe ways technology has impacted on peoples' lives making them different from those of previous generations.</li> <li>Use information gathered for an investigation to develop a narrative about the past.</li> </ul>
	<b>Assessment</b>	Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time? The students will pose questions about the past, locate information, draw conclusions and create a text narrative about the past describing the passing time.
Technologies	<b>Units</b>  <b>30 mins per week</b>	<b>Digital Technologies</b> <b>Computers: Handy helpers</b> In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: <ul style="list-style-type: none"> <li>recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> <li>develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>	<b>Design and Technologies</b> <b>Design and create a lunchbox</b> Students will design a lunchbox that will carry and protect a lunch (sandwich and orange). Applying skills of investigating, generating designs, producing and evaluating students work through design process to create a functioning lunchbox.
	<b>Assessment</b>	Collect, sort and organise data to share with the class in an online space and explore and work with algorithms to write a sequence of instructions to navigate virtual robots.	Design and create a lunchbox that will carry and protect a lunch (sandwich and orange). Applying skills of investigating, generating designs, producing and evaluating students work through design process to create a functioning lunchbox.
The Arts	<b>Units</b>	<b>Visual Arts: Ken Done</b>  How and why artists present ideas through different representations and processes. Give opinions on artworks. How artworks are created. Use and apply conventions such as line, shape, colour and texture. Reflect on practice.	<b>Media Arts:</b> Students explore ideas and learn about composition, sound and technologies to construct stories or advertisements.
	<b>Assessment</b>	Select from a range of mediums to create a portfolio of work.	<b>Media Arts</b> Students make and share artwork using story principles, composition, sound and technologies.

