



Year Two – Curriculum Overview – 2024

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Explore procedural texts</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text.</p> <p>Students create, rehearse and present a procedure in front of their peers</p>	<p>Explore informative texts</p> <p>In this unit, students read, view and listen to a range of texts to create an informative text. Students examine and compare the text structure of a narrative and an informative text, by making comparisons between the elements and language features.</p> <p>They identify the text structure and organisation of informative texts and how the language is used to provide information.</p> <p>Students will write an informative text based on an animal of their choice.</p>	<p>Exploring Characters</p> <p>Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images.</p> <p>Students identify character qualities in texts.</p> <p>They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Creating a narrative.</p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new for a familiar character.</p>
	Assessment	<p>Procedure <i>Poster/ presentation</i></p> <p>Students create, rehearse and present a procedure. (How To Grow A Bean Plant)</p> <p>Handwriting – Assessment Task (monitoring Task)</p>	<p>Writing an informative text <i>Informative response – written, multimodal</i></p> <p>To create an informative text with a supporting image.</p> <p>Reading comprehension: (NF) – The Buzz About Bees</p>	<p>Expressing a preference for a character <i>Informative response – written Oral Presentation</i></p> <p>Students compare characters in two versions of the same story and express a preference for a character.</p> <p>Reading comprehension: F Handwriting – Assessment Task</p>	<p>Written narrative <i>Written</i></p> <p>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text</p>
Maths	Units	<p>Additive Number Patterns</p> <p>In this unit students will recognise, continue and describe additive number patterns.</p> <p>Representative Data and Chance</p> <p>In this unit students will describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p>	<p>Money and Additive Numbers</p> <p>In this unit students associate collections of Australian notes and coins with their values. Students solve simple two digit addition and subtraction problems using a range of strategies.</p> <p>2D and 3D Shapes</p> <p>In this unit students draw two dimensional shapes, recognise the features of three-dimensional objects.</p>	<p>Additive concepts</p> <p>In this unit students solve simple addition and subtraction problems using a range of strategies.</p> <p>Count, multiply and divide</p> <p>In this unit students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.</p> <p>Compare them! Order them!</p> <p>In this unit students measure, compare and order several shapes and objects using uniform informal units.</p>	<p>Time and calendars</p> <p>In this unit Students use a calendar to identify dates and the months included in seasons. They tell time to the quarter hour.</p> <p>Explaining transformations</p> <p>In this unit students explain the effects of one-step transformations.</p>
	Assessment	<p>Additive number patterns Short answer question</p> <p>Students recognise and continue describe additive number patterns</p>	<p>Money and Additive Numbers</p> <p>Students associate collections of Australian notes and coins with their values. Students solve simple two digit addition and subtraction problems using a range of strategies.</p>	<p>Additive concepts</p> <p>Students solve simple addition and subtraction problems using a range of strategies.</p>	<p>Time and calendars</p> <p>Students use a calendar to identify dates and the months included in seasons. They tell time to the quarter hour.</p>
		<p>Representing data and chance</p> <p>Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p>	<p>2D and 3D Shapes <i>Short answer questions</i></p> <p>Students draw two dimensional shapes, recognise the features of three-dimensional objects.</p>	<p>Count, multiply and divide</p> <p>Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.</p> <p>Compare them! Order them!</p> <p>Students measure, compare and order several shapes and objects using uniform informal units.</p>	<p>Explaining transformations</p> <p>Students explain the effects of one-step transformations.</p>
Science	Units	<p>Toy Factory</p> <p>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 a toy or object created by students.</p>	<p>Good to grow</p> <p>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.</p>	<p>Mix, make and use</p> <p>Investigate combinations of different materials and give reasons for selection of particular 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.</p>	<p>Save planet Earth</p> <p>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.</p>
	Assessment	<p>Integrated investigation – Students explore pushes and pulls on their toy. Students will draw a labelled picture of their toy and how it moves. Students make observation and record how it moves.</p>	<p>Students will create a book creator that explores the life stages of an animal examined throughout unit.</p> <ul style="list-style-type: none"> Meal Worms 	<p>Design and create a lunchbox</p> <p>Students make an object to hold a wrapped sandwich and an orange. The object must be:</p> <ul style="list-style-type: none"> -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. 	<p>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'.</p>

Learning Area		Semester 1	Semester 2
HASS	Units	<p>Are we there yet? Inquiry question:</p> <ul style="list-style-type: none"> How are people connected to their place and other places? <p>In this unit students:</p> <ul style="list-style-type: none"> 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. 	<p>Impacts of technology over time Inquiry question:</p> <ul style="list-style-type: none"> How have changes in technology shaped our daily life? <p>In this unit students:</p> <ul style="list-style-type: none"> Investigate continuity and change in technology used in the home, e.g. in toys or household products. Compare and contrast features of objects from the past and present. Sequence key developments in the use of a particular object in daily life over time. Pose questions about objects from the past and present. Describe ways technology has impacted on peoples' lives making them different from those of previous generations. Use information gathered for an investigation to develop a narrative about the past.
	Assessment	Knowledge test based on location and significant features of places and how people are connected to these and why they should be preserved. Students also label on a World map the Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn and Antarctic Circle.	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	Units	<p>Digital Technologies Computers: Handy helpers</p> <p>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:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts 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 work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Design Technologies Design a lunchbox</p> <p>Students explore the properties of different materials and work through the design process to create a functioning lunchbox.</p>
	Assessment	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.	Students make an object to hold a wrapped sandwich and an orange. The object must be: <ul style="list-style-type: none"> 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 five metres. Water resistant on the inside so that it can be wiped clean with a damp sponge.
The Arts	Units	<p>Visual Arts: Ken Done</p> <p>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. Experience role of artist & audience. Reflect on practice.</p>	<p>Media Arts:</p> <p>Students explore ideas and learn about composition, sound and technologies to construct stories or advertisements.</p>
	Assessment	Select from a range of mediums to create a portfolio of work.	<p>Media Arts</p> <p>Students make and share artwork using story principles, composition, sound and technologies.</p>

