Curriculum Overview

Year 2- Term 1

English

Unit overview: Sharing ideas and responding to imaginative texts.

Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers.

Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations.

Assessment Task-

To share ideas and express an opinion about a familiar character and their traits.

Health and Physical Education

Physical Education

Unit Overview: Learners investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented.

HASS

Unit Overview: Present connections to places

learn to label and locate information on maps, describe direction and location and identify the scale of places.

to identify our connections to places and understand why places are important to people and should be cared for.

Digital Technology

Computers: Handy helpers

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:

- 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
- 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.

Mathematics

Unit Overview:

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- 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
- 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
    - 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.

Assessment-

- **Locating features and using maps**
- **Statistics and statistical investigations**

Science

Unit Overview: TOY FACTORY

Students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions.

Assessment Task

Design a toy that moves with a push or pull.

Describe a change to the toy and how it affects the toy's movement.

Pose an investigation question and make a prediction about an object's movement.

Music

Students will learning new music concepts through songs, games and instrument playing. They will then compose new lyrics, add dynamics and basic instrumentation to a well-known song, and perform their composition to the class.