

TERM ONE	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
	<p><b>Stories of families and friends</b></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 narrative about family relationships and/or friendships for a familiar animal character.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.</li> <li>• <b>Using units of measurement</b> — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.</li> <li>• <b>Chance</b> — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</li> <li>• <b>Data representation and interpretation</b> — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</li> </ul>	<p><b>Mix, make and use</b></p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p><b>Present connections to places</b></p> <p>Inquiry questions: <i>How are people connected to their place and other places?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <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 the 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 and Torres Strait Islander people, are connected to places and factors that influence those connections</li> <li>• respond with ideas about why significant places should be preserved and how people can act to preserve them.</li> </ul>	<p><b>We all belong</b></p> <p>Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• examine strengths and achievements and how they contribute to identity</li> <li>• understand different ways to demonstrate respect</li> <li>• understand how emotional responses influence their own and others' feelings</li> <li>• explore ways to help themselves and others feel they belong</li> <li>• practise strategies to be friendly and include others.</li> </ul> <p><b>Playing with balls</b></p> <p>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore rules and fair play practices.</li> <li>• perform fundamental movement skills to send, control and receive balls.</li> <li>• test and evaluate possible solutions to movement challenges.</li> </ul>		<p><b>Dance: Shape dance</b></p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>• present dance sequences that communicate ideas about shapes and objects to an audience</li> <li>• respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul> <p><b>Music: Not an off Tomato</b></p> <p>Students make and respond to music that feature rhythmic and melodic ostinatos (a repeating musical pattern).</p> <p>Students communicate about the music they listen to, and where and why people make music. Students compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

TERM TWO	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
	<p><b>Exploring characters</b></p> <p>Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. 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><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — recall addition subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add &amp; subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.</li> <li>• <b>Patterns and algebra</b> — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</li> <li>• <b>Fractions and decimals</b> — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</li> <li>• <b>Using units of measurement</b> — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.</li> <li>• <b>Shape</b> — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</li> <li>• <b>Location and transformation</b> — 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</li> </ul>	<p><b>Toy factory</b></p> <p>Students 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. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p><b>Present connections to places</b> <i>Continued from Term 1</i></p> <p>Inquiry questions: <i>How are people connected to their place and other places?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <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 the 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 and Torres Strait Islander people, are connected to places and factors that influence those connections</li> <li>• respond with ideas about why significant places should be preserved and how people can act to preserve them.</li> </ul>	<p><b>Equipped to move</b></p> <p>Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop and practise fundamental movement skills.</li> <li>• interact with equipment and explore the elements of movement while performing fundamental movement skills.</li> <li>• create and develop movement sequences that incorporate elements of movement.</li> </ul> <p><b>Good choices, healthy me</b></p> <p>Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• understand the meaning of being healthy</li> <li>• recognise situations and opportunities to promote health</li> <li>• understand the relationship between personal actions and being healthy</li> <li>• identify and explain actions related to health messages</li> <li>• recognise situations and opportunities to promote healthy choices</li> </ul>	<p><b>Design Technologies</b> <b>Spin it!</b></p> <p>Students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating spinning toys from around the world, and analysing how they are made and how they work</li> <li>• generating and developing design ideas, and communicating these using simple drawings</li> <li>• producing a functional product that appeals to the client</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul>	<p><b>Dance: Shape dance</b> <i>Continued from Term 1</i></p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>• present dance sequences that communicate ideas about shapes and objects to an audience</li> <li>• respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul> <p><b>Music: Not an off Tomato</b> <i>Continued from Term 1</i></p> <p>Students continue to develop their knowledge of music notation as they prepare to compose and perform their own melodic ostinato.</p> <p>Students communicate about the music they listen to, and where and why people make music. Students compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
<b>TERM THREE</b>	<p><b>Exploring informative texts</b></p> <p>Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections.</li> <li>• <b>Fractions and decimals</b> — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</li> <li>• <b>Money and financial mathematics</b> — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts.</li> <li>• <b>Using units of measurement</b> — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</li> <li>• <b>Location and transformation</b> — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</li> </ul>	<p><b>Good to grow</b></p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p><b>Impacts of technology over time</b></p> <p>Inquiry questions: <i>How have changes in technology shaped our daily life??</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• investigate continuity and change in technology used in the home, for example, 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>	<p><b>My safety, my responsibilities</b></p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• examine safe and unsafe situations and strategies to keep safe</li> <li>• recognise and rehearse strategies that help keep them safe</li> <li>• explore how responsibilities increase as they grow older</li> <li>• examine situations where they may need to seek help from others</li> <li>• recognise safety clues and rehearse strategies they can use to seek help.</li> </ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p><b>I'm a 'balliever'</b></p> <p>Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling.</li> <li>• understand different ways the body reacts to physical activity.</li> <li>• test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges.</li> </ul>	<p><b>Digital Technologies: Handy Helpers</b></p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <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>• work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>	<p><b>Drama: Poetry alive</b></p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry</li> <li>• use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>• present drama that communicates ideas about poetry to an audience</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <p><b>Music: Fruit Basket Upset</b></p> <p>Students make and respond to music by exploring how the elements of music (rhythm, pitch and form) combine to create a song.</p> <p>Students communicate about the music they make and perform. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

# 2021 Year 2 Curriculum Overview

TERM FOUR	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
	<p><b>Reading, writing and performing poetry</b></p> <p>Students 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. They read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.</li> <li>• <b>Fractions and decimals</b> — identify halves, quarter and eighths of shapes and collections.</li> <li>• <b>Money and financial mathematics</b> — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 &amp; \$10 notes, count small collections of coins and notes</li> <li>• <b>Using units of measurement</b> — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.</li> <li>• <b>Location and transformation</b> — identify half and quarter turns, represent flips and slides, interpret simple maps.</li> <li>• <b>Chance</b> — predict the likelihood of an event based on data.</li> <li>• <b>Data representation and interpretation</b> — Use data to answer questions, represent data.</li> </ul>	<p><b>Save planet Earth</b></p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They 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 Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p><b>Impacts of technology over time</b> <i>Continued from Term 3</i></p> <p>Inquiry questions: <i>How have changes in technology shaped our daily life??</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• investigate continuity and change in technology used in the home, for example, 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>	<p><b>Catch me if you can</b></p> <p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop the fundamental movement skill of dodging</li> <li>• develop skills and strategies to tag/evade others in tagging games</li> <li>• test alternatives and solve movement challenges.</li> <li>• develop skills to play fairly and work together during tagging games.</li> </ul> <p><b>A little independence</b></p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• describe changes that occur as individuals grow older</li> <li>• describe how family and community acknowledge changes</li> <li>• recognise similarities and differences in individuals.</li> <li>• identify factors that influence personal identities.</li> <li>• discuss how differences and similarities are celebrated and respected.</li> </ul>	<p><b>Digital Technologies: Handy Helpers</b> <i>Continued from Term 3</i></p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <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>• work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>	<p><b>Drama: Poetry alive</b> <i>Continued from Term 3</i></p> <p>Students make and respond to drama by exploring performance poetry as stimulus. Students:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry</li> <li>• use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>• present drama that communicates ideas about poetry to an audience</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <p><b>Music: Fruit Basket Upset</b> <i>Continued from Term 3</i></p> <p>Students continue to explore the elements of music with a focus on repertoire that feature the notes C, E and G.</p> <p>Students communicate about the music they make and perform. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>