

YEAR 2 OVERVIEW

ENGLISH	6.5 hours/week	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p>					
			Semester 1			Semester 2		
			Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Overviews		<p>Stories of families and friends (C2C Unit 2) Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative retell about a character from a book.</p>	<p>Reading, writing and performing poetry (C2C Unit 1) Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p>	<p>Exploring characters (C2C Consolidated Unit 3 & 4) In this unit, 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 create an alternative character description. Students present their alternative character description to an audience of peers.</p>	<p>Exploring Procedural Text (C2C Unit 5) 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. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts (C2C Unit 6) Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories (C2C Unit 7) Students explore a variety of stories, including Dreaming stories, picture books, traditional tales and digital texts, to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. Students present their written event to their peers.</p>	

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.			
Term 1	Term 2	Semester 2	
<p>Students develop understandings of:</p> <p>Number and place value — recall the ones counting sequence, investigate the 2s, 5s and 10s number sequences, represent two-digit numbers, show standard and non-standard place value partitioning, represent addition and subtraction, use part-part-whole reasoning to solve problems, add and subtract 2-digit numbers (without bridging)</p> <p>Using units of measurement — 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 lengths using informal units.</p> <p>Number and place value — represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add and subtract 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems</p> <p>Data representation and interpretation — collect simple data e.g. sort and count, observe events, ask questions, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations</p> <p>Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</p>	<p>Students develop understandings of:</p> <p>Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes, identify 3D objects and describe the features of familiar 3D objects</p> <p>Number and place value — represent two-digit numbers, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, and explore the 3s counting sequence</p> <p>Fractions and decimals — describe fractions as equal portions or shares, represent halves and quarters of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths.</p> <p>Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.</p> <p>Number and place value — recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition & subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping & sharing problems</p> <p>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 Digital Year 1 Unit 1 Program This!</p> <p>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 & notes</p> <p>Using units of measurement — cover surfaces to represent area, compare area of shapes & surfaces, measure area with informal units.</p>	<p>Students develop understandings of:</p> <p>Number and place value — Investigating numbers beyond 100, 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 facts, recall addition number facts, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division, count to & from 1000, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, count large collections, add and subtract with 2-digit and 3-digit numbers, represent multiplication and division, connect multiplication and division.</p> <p>Patterns and algebra — infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems</p> <p>Fractions and decimals — identify halves, quarter and eighths of shapes and collections, divide shapes and collections into halves, quarters and eighths, solve simple fraction problems</p> <p>Using units of measurement — tell time to the quarter hour, directly compare mass of objects, compare order and 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</p> <p>Using units of measurement — identify purposes for calendars, explore seasons & calendars</p> <p>Location and transformation — describe the effect of single-step transformations including turns, flips and slides, represent flips and slides, and identify half and quarter turns, flips and slides in real world situations.</p> <p>Money and financial mathematics — count collections of coins & notes, make money amounts, read & write money amounts, compare money amounts</p> <p>Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays</p> <p>Chance — explore the language of chance, make predictions based on data displays</p> <p>Shape — identify & describe polygons, identify & describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment.</p>	

SCIENCE	1 hour/week	Achievement Standard	By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.			
		Unit Overviews	Term 1 Biological Sciences Good to grow (C2C Unit 3) 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, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	Term 2 Physical Sciences Mix, make and use (C2C Unit 1) 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 which 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.	Term 3 Chemical Sciences Toy factory (C2C Unit 2) Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create. Science Year 2 Unit 1 Engineering principles and systems: Spin it!	Term 4 Earth & Space Sciences Save planet Earth (C2C Unit 4) 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. 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.
		Achievement Standard	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.			
Unit Overview	Semester 1		Semester 2 Engineering principles and systems: Spin it! (C2C Unit 1) Students explore how technologies use forces to create movement in products. They 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 apply these processes and production skills: <ul style="list-style-type: none"> investigating spinning toys from around the world, and analyse how they are made and how they work generating and refining design ideas, communicated by simple drawings producing a functional product that appeals to the client evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project. Science Year 2 Unit 2 Toy Factory			
TECHNOLOGIES	0.5 hour/week	Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.			
		Unit Overview	Program This! (C2C Unit 1) Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none"> explore and describe how digital and information systems are used for particular purposes in daily life describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts develop foundational skills in computational and systems thinking when solving problems develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information. Mathematics Year 2 Unit 4 and 8 Location and Transformation			

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

**Semester 1
Unit 1**

**Semester 2
Unit 2**

Impacts of technology over time (C2C Unit 2)

Inquiry questions:

What aspects of the past can you see today and what do they tell us?

In this unit, students:

- investigate continuity and change in technology used in the home, for example, 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.

Present connections to places (C2C Unit 1)

Inquiry questions:

How are people connected to their place and other places?

In this unit, students:

- 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
- 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 and Torres Strait Islander people, 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.

By the end of Year 2, students describe *artworks they make and to which they respond. They consider where and why people make artworks. Students use the *elements and processes of arts subjects to make and *share artworks that represent ideas. Students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies. Students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play. Students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Term 1

Term 2

Term 3

Term 4

Media Arts

Drama

Dance

Visual Arts

The Life of Me (C2C Unit 2)

Students explore manipulation and representation of self. Students:

- explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities
- experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects)
- present manipulated images in digital or print form to share understanding of generational relationships
- describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Health Year 2 Unit 1 Our culture

Performing Mythical Narrative (C2C Unit 4)

Students make and respond to drama by exploring performance narratives as stimulus. Students:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in a mythical narrative (The Seal Wife- Myth)
- use voice, facial expression, movement and space to imagine and establish role and situation
- present drama that communicates ideas about a mythical narrative to an audience
- respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

The Life of Toys (C2C Unit 2)

To respond to, perform and choreograph dance that represents the life of a toy to include their emotions. Students:

- explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences
- present dance sequences that communicate ideas about shapes and objects to an audience
- 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.

Science Year 2 Unit 3 Toy Factory (The Life of Edward Tullane)

New ways to look at the World (C2C Unit 2)

Students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to the world around them. Students:

- explore the visual language of expressive depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks
- experiment with visual conventions (mixed media, collage, drawing) to create expressive observational artworks about places
- display artworks and share ideas about emotive visual language choices they made in their artworks
- describe and interpret artists' personal connection to place.

HEALTH & PHYSICAL EDUCATION	Music 0.5 hours/week	<p>Term 1</p> <p>Students explore rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Term 2</p> <p>Students build on their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Term 3</p> <p>Students consolidate their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Term 4</p> <p>Ensemble Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond to how the elements of music are used to communicate meaning in the music performed respond to how their music making is influenced by music and performances use aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm) 	
		<p>All units are developed using the Australian Curriculum: The Music Foundation to 2 content descriptions and achievement standard. In Prep – Year 2, the learning progression and musical repertoire is determined by students’ development of knowledge, understanding and skills in Music.</p>				
		Personal, Social & Community Health 1.0 hour/week	Achievement Standard	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement</p>		
Unit Overviews		<p>Semester 1</p> <p>Unit 1</p> <p>Our culture (C2C Unit 2) In this unit students explore what shapes their own, their family and classroom’s identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other’s similarities and differences.</p> <p>Students will:</p> <ul style="list-style-type: none"> recognise the influences that shape personal, family and classroom identities examine how different characteristics make people, families and classrooms unique recognise similarities and differences between individuals and within a group identify the feelings people experience when included in groups and excluded from groups understand how similarities, differences and changes are celebrated by different people recognise ways to show respect towards others’ similarities and differences. <p>Multi Media Year 2 Unit 1 Look again</p>	<p>Semester 2</p> <p>Unit 2</p> <p>Stay safe (C2C Unit 3) In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore 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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand their personal responsibility in staying safe understand how to stay safe in the wider community recognise the clues that can be used to recognise safe and unsafe situations understand the emotions they feel in response to safe and unsafe situations identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary examine sun safe strategies to promote their own health, safety and wellbeing. 			

		Term 1 Swimming	Term 2 Athletics	Term 3 Ball Skills	Term 4 Swimming
	Movement & Physical Activity 0.75 hours/week	Unit Overviews			
		<p>Swim: Tadpole tales (C2C Unit 1) Stroke Development and Aquatic Skills – freestyle and backstroke In this context, students will develop aquatic skills and swimming strokes – freestyle and backstroke. Students will perform sequences of movements involving freestyle and backstroke. Students will perform aquatic skills in a sequence that incorporates the elements of movement. Students will:</p> <ul style="list-style-type: none"> develop aquatic skills using different body parts to travel in different directions (sculling, treading water) perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment develop the swimming strokes of freestyle and backstroke apply safety rules in an aquatic environment. 	<p>Running, Jumping & Throwing (similar to C2C Unit 2 – They keep me rolling) In this unit, students will develop their fundamental movement skills while completing throwing objects and challenges within groups of varying sizes. Students will:</p> <ul style="list-style-type: none"> demonstrate positive ways to interact with a partner perform object control skills of throwing perform loco-motor skills of running and jumping techniques propose a range of alternatives and test their effectiveness when solving movement challenges. consider how techniques will influence distance and accuracy of throwing 	<p>What's Your Target? In this unit students will perform the refined fundamental movement skills (passing, trapping and kicking) and use them to solve movement challenges in soccer. They will apply strategies for working cooperatively and apply rules fairly. Students will:</p> <ul style="list-style-type: none"> examine positive ways to interact with other students apply object control skills to solve movement challenges and games perform object control skills in a sequence whilst demonstrating understanding for forwards, backwards and sideways movement between people and equipment investigate rules required to participate fairly in physical activities apply rules in simple games 	<p>Swim: Tadpole tales Stroke Development and Aquatic Skills – freestyle and backstroke In this context, students will develop aquatic skills and swimming strokes – freestyle and backstroke. Students will perform sequences of movements involving freestyle and backstroke. Students will perform aquatic skills in a sequence that incorporates the elements of movement. Students will:</p> <ul style="list-style-type: none"> develop aquatic skills using different body parts to travel in different directions (sculling, treading water) perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment develop the swimming strokes of freestyle and backstroke apply safety rules in an aquatic environment. explore head first entry – diving explore breaststroke kick