Year Two - Semester One – Curriculum Overview

Dear Parents and Caregivers,

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term One	Term Two
Learning: **Sharing ideas and responding to imaginative texts** Students engage with a range of imaginative texts that use language in different ways to present characters and settings.	***Learning:*** **Understanding and creating informative texts** Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas. Students explore how texts are organised differently and how authors use language features related to purpose. Students use these texts to create a report and a short oral presentation to share with an audience
Assessment: **Exploring characters and plot** **Purpose:** To create a new narrative about friendships for a familiar animal character	***Assessment:*** **Read, view and comprehend informative texts** **Purpose**: To read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text.

MATHS

Learning: ***Number, Space, Statistics*** • Students further develop proficiency and positive dispositions towards mathematics and its use as 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	***Learning:*** **Number, Algebra, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • 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 • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams,

different representations using visual or physical models.	and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling • 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.
Assessment: ***Space*** Assessable elements: Understanding and fluency ***Statistics and Statistical investigations*** Assessable Elements: Problem solving and Reasoning	***Assessment:*** ***Number and Mathematical modelling*** **Assessable elements:** Understanding and Fluency, Problem solving ***Measurement*** **Assessable Elements:** Understanding and fluency

SCIENCE

Learning: Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students combine materials to make an object which has a purpose in everyday life.	***Learning:*** Students explain the movement of objects used for their play and relate these to the pushes and pulls involved. Students then apply this knowledge to explain the movement of a toy they create.
Assessment: • Students investigate the combination of materials used to make an object for a particular purpose.	***Assessment:*** • Students investigate and communicate an understanding of pushes and pulls.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Students learn about how people are connected to their place and other places. Students understand that they 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.
Assessment: To explore the location and significant features of places and consider how people are connected to these and why they should be preserved.

DESIGN and TECHNOLOGY

Learning: 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.
Assessment: Students design and make a spinning toy for a small child.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health
My classroom is healthy, safe and fun
Students 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. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom.

Assessment:
Students will complete an assignment.
They will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe.
The assessment will gather evidence of the student's ability to:

- describe actions that help keep themselves and others healthy and safe
- select and apply strategies to keep themselves and others healthy and safe.

Learning: Physical Education Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.	**Learning: Physical Education** Students develop the fundamental movement skill of dodging and skills and strategies to tag/evade others in tagging games. Students will test alternatives and solve movement challenges and develop skills to play fairly and work together during tagging games.
Assessment: Physical Education Students will demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges. demonstrate positive ways to interact with others.	**Assessment: Physical Education** Students will demonstrate positive ways to interact with others, fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

THE ARTS

Learning: Media Arts Look Again
Students explore media manipulation and representation of self

Assessment: Media Arts
Students explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.

Learning: Music

Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

Assessment: Music
Students compose their own soundscape using graphic notation. They perform their soundscape in a small group using classroom percussion instruments and respond to others' music making. Students sing learnt repertoire with expressive elements.

JAPANESE

Learning: Japanese "Who is in my family?"
Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.

Assessment: Japanese
Students will present information and respond to questions about their families. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit.

GENERAL CAPABILITIES – Digital Literacy (DL)

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Kind regards

Year Two Teachers

Yours sincerely

Karryn Brunetto

Principal