# Year 2 2026 Semester 2 Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 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.

## VERSION 9 ENGLISH

| Term 3 | Term 4 |
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| **Persuasive**<br>***Learning:*** Students engage with a variety of print and digital texts, Through these texts, including persuasive texts and texts that express opinions, students explore text structures and language features. They share ideas experimenting with and beginning to make conscious choices of vocabulary to suit the topic and purpose. They explore language for providing reasons for opinions with details and verbs to express a degree of preference.<br>Students engage in learning experiences to create a persuasive text to express an opinion with supporting reasons | **Imaginative**<br>***Learning:*** Students engage with a range of texts<br>that build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. |
| **Assessment:**<br>**Writing and Creating:**<br>Students compare characters in two versions of the same story and express a preference for a character.<br>**Speaking and Listening:** Students create a spoken text to express a preference for a place or setting to peers. | **Assessment:**<br>**Reading and Viewing:**<br>Students read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text.<br>**Writing and Creating:**<br>Students read, view and comprehend ar imaginative text, and explore how a similar topic is presented in an informative text. |

## VERSION 9 MATHEMATICS

| Term 3 | Term 4 |
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| ***Learning:***<br>• identify and represent part-whole relationships of fractions<br>• build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths)<br>• use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass<br>• represent multiplicative situations using equal groups and arrays<br>• use mathematical modelling to solve practical problems<br>• model everyday situations, and describe thinking and reasoning using familiar mathematical language | ***Learning:***<br>• build fluency for understanding using addition, subtraction and multiplication facts<br>• recognising and describing the relationship between operations and employing part-part-whole reasoning<br>• recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern<br>• compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations<br>• develop a sense of equivalence, chance and variability when they engage in play-based and practical activities. |
| ***Assessment:***<br>***Number and Mathematical modelling***<br>Using mathematical modelling to solve multiplicative problems<br>***Measurement and Space*** | ***Assessment:***<br>***Number and Algebra***<br>To partition, rename and regroup two- and three-digit numbers to assist in calculations. |

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| To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects. | To order and represent numbers to at least 1000. To describe and continue additive patterns and identify missing elements. |

## SCIENCE

| Term 3 | Term 4 |
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| ***Learning:***<br>• 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. They conduct investigations including exploring the growth and life stages of a class plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas. | ***Learning:***<br>• 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. |
| ***Assessment:***<br>• Students create a storyboard to represent the life stages of a living thing and describe its characteristics and needs at each stage.<br>• They explain how this knowledge is used to care for the living thing and its environment. | ***Assessment:***<br>• Students propose an action to conserve an Earth's resource. |

## HUMANITIES and SOCIAL SCIENCES (HASS)

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| ***Learning:***<br>• Students investigate continuity and change in technology used in the home. Students pose questions while comparing features of objects from the past and present. They sequence key developments in the use of a particular object in daily life over time and describe ways technology has impacted on peoples' lives making them different from those of previous generations. They use information gathered for an investigation to develop a narrative about the past. |
| ***Assessment:***<br>• To interpret, compare and sequence objects from the past and present and investigate the impact of changing t technologies on people's lives over time. |

## DESIGN and TECHNOLOGY

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| ***Learning:***<br>• Students will recognise and explore digital systems and their purpose. They will collect, sort and organise data to share with the class. Students will explore and work with algorithms to write a sequence of instructions to navigate virtual robots. |
| ***Assessment:***<br>• Students use digital systems to represent simple patterns in data in different ways. They collect data and display then to convey meaning. Students design and generate a drawing depicting a city skyline silhouette using design coding of a Blue Bot. |

## HEALTH and PHYSICAL EDUCATION (HPE)

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| **Health**<br>***Learning:***<br>• 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 identify 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. | |
| ***Assessment:***<br>• Students will view information about safe behaviours and be given scenarios to role play safe behaviours.<br>• Students are required to demonstrate their ability to describe changes that occur as they grow older, and select and apply strategies to keep themselves healthy, safe and able to ask for help with a task or problems. | |
| **Physical Education**<br>**Playing with Balls**<br>Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students | **Physical Education**<br>**Dodging and Tagging Games**<br>Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students |

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| demonstrate and explain how to move effectively with objects and in space.<br>independently and collaboratively and develop and apply rules. They demonstrate and describe strategies | demonstrate and explain how to move effectively with objects and in space.<br><br>***Tadpole Tales***<br>2. Students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness. |
| ***Assessment:***<br>Students perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations.<br>Students test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities. | ***Assessment:***<br>• Students demonstrate fundamental movement skills of rolling, balancing, and jumping in sequences and situations. Students perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.<br><br>• Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. Students perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness. |

## THE ARTS

**Dance**
***Learning*:**
Students explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences, using the elements of dance (space, time, dynamics, relationships)
use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities
present dance sequences that communicate new dance ideas to an audience
respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples, Torres Strait Islander Peoples and Asian peoples.

***Assessment:***

**Cultural dance: Collection of work**
Students respond to choreograph and perform dance that represents a group.

**Music**
***Learning:***

- Students explore a range of songs, rhymes and chants based on the theme of the environment. They learn how to create texture in music using their singing voice and with instruments including tuned and untuned percussion. They extend their understanding of the musical elements of rhythm, pitch, form and expression.

***Assessment:***

- Students perform and respond to music using the stimulus of saving the environment. They sing a short round with a partner and play the melody of an environmental song on the glockenspiel. They use their understanding of the musical elements of pitch, rhythm, texture and expression to describe the environmental music they listen to.

## JAPANESE

**What's in My Lunchbox?**
***Learning:***

- Students use language to engage with simple traditional Japanese stories.

***Assessment:***

- Students present information and describe foods in a lunchbox, using formulaic language patterns in Japanese. (written, oral)

## 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.

Yours Sincerely,

Year Two Teaching Team

Yours Sincerely



Karryn Brunetto

Principal