Year 2 - Semester 2 – Curriculum 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.

ENGLISH

Term 3	Term 4
Learning: • Students wil explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience.	*Learning:* • 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.
Assessment: • Students create a multimodal imaginative event to be added to familiar narrative, with appropriate images that match the text.	*Assessment:* • Students create, rehearse and present a multimodal procedural text in front of their peers. • Students demonstrate reading accuracy and respond orally to comprehension questions.

MATHS

Term 3	Term 4
Learning: • Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability.	*Learning:* • Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability.
Assessment: • Counting, multiplying and dividing. • Ordering shapes and objects using informal units of measurments. • Using a calendar to identify dates, months and seasons. • Investigating numbers to 1000.	*Assessment:* • Representing data and chance. • Recognising two-dimensional shapes and three-dimensional objects. • Explaining transformations.

SCIENCE

Term 3	Term 4
Learning: • 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:* • 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: • Students create a storyboard to represent the life stages of a living thing and describe its characteristics and needs at each stage. • They explain how this knowledge is used to care for the living thing and its environment.	*Assessment:* • Students propose an action to conserve an Earth's resource.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning:
- 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:
- To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.

DESIGN and TECHNOLOGY

Learning:
- 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:
- Students design and generate a drawing depicting a city skyline silhouette using design coding of a Pro-bot.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Physical Education	*Learning: Physical Education*
- Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	- Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. - 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: Physical Education	*Assessment: Physical Education*
- Students perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. - Students test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.	- 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. - 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.

Learning: Health
- Students identify safe and unsafe situations for children such as personal safety, taking medicines, water and sun safety. They identify people in their lives that would help to keep them safe in personal situations.

Assessment: Health
- Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.

THE ARTS

Learning: Drama
- Students make and respond to drama by exploring the school, local community, and imagined places as stimulus for process drama and dramatic play.

Assessment: Drama
- Students devise, perform and respond to a process drama called My place.

Learning: Music
Students explore a range of songs rhymes and chants based on the theme of Earth's resources and how they can be used and managed.

Assessment: Music
Students respond to, perform and compose music using the stimulus of saving the environment.

JAPANESE

Learning:
In this unit, students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.
Students will:
- inform others about the characteristics of and preferences for foods in their lunch boxes   - identify language commonalities such as shared words   - analyse and understand the systems of language relating to grammar and script recognition   - participate in intercultural experiences to identify similarities and differences regarding the presentation of food and lunchtime eating practices.
Assessment: Students present information and describe favourite lunch foods, using formulaic language patterns.

GENERAL CAPABILITIES - ICT

Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.	
Learning: - Investigating with ICT - Creating with ICT	*Learning:* Managing and operating ICT

Yours Sincerely,

Year Two Teaching Team   Sharon Jones

                                                              Principal