



YEAR 2 TERM TWO CURRICULUM OVERVIEW

ENGLISH - Understanding and developing non-fiction texts

Students will:

- read, view and comprehend a simple informative text.
- engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text.
- explore how texts are organised differently and how authors use language features related to purpose.
- create a written and multimodal informative text.

MATHEMATICS

Number and Algebra

Students will:

- recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
- partition and combine numbers to at least 1000 flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning
- use number sentences to formulate additive situations
- use mathematical modelling to solve addition and subtraction
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- recognise types of number patterns in different contexts

Measurement

Students will:

- read time on an analog clock to the hour, half hour and quarter hour
- determine the number of days between events using a calendar
- build a sense of time, connecting this to fractions (halves, quarters)

SCIENCE - Toy Factory

Students will:

- understand how a push or pull affects how an object moves or changes shape.
- 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.
- 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.

HASS - Present Connections to Places

This Term, students will continue to explore the following inquiry question:

- How are people connected to their place and other places?

Students will:

- 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 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 peoples and Torres Strait Islander peoples, 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.

THE ARTS

Students will explore ideas through Visual Art, Drama and Media Art.

Students will:

- explore how visual language can be used to communicate and relate to mood and feelings .
- explore manipulation and representation of self.
- make and respond to drama by exploring how ideas in poetry and stories can be a stimulus for dramatic action.

MUSIC

This semester students will:

- practice known rhythmic (ta, ti-ti, zah) and melodic (so, mi) elements.
- explore strong vs. weak beats.
- 2 metre (bar lines, time signatures).
- sing and play in canon.
- develop rhythmic ostinatos (playing, creating and improvising).
- respond to Art Music – Peter and the Wolf.
- responding to music by discussing mood and character.
- explore melodic elements – la and its position on the tone ladder and staff.

DANCE

This term students will :

- explore, improvise and organise ideas to make dance sequences using the elements of dance.
- use fundamental movement skills to develop technical skills when practising dance sequences.
- present dance that communicates ideas to an audience.

HEALTH AND PHYSICAL EDUCATION

In **Health**, they will:

- examine the purpose of advertising and the techniques used to engage children.
- explore health messages seen in advertising.
- determine how messages can be used to make good decisions about their own and others health and wellbeing.

In the **Physical Education**, Track and Field and Traditional Ball Games units, students will:

- perform fundamental movement skills in a variety of movement sequences and situations.
- create and participate in games with and without equipment.
- discuss the body's reactions to participating in physical activities.
- incorporate elements of effort, space, time, objects and people in performing simple movement sequences.
- use strategies to work in group situations when participating in physical activities.
- propose a range of alternatives and test their effectiveness when solving movement challenges.
- identify rules and fair play when participating in physical activities.