

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Choose your Attitude 	Quiet  Look  Listen 	Be Organised 	Following Directions 	Getting Started 
Staying on Task 	Scan for Clues 	Ask for Help 	Completing Task 	Is this my Best Work? 

Year 2 Curriculum – Term 1

Year Level Teachers – Sandra Glover, Ed Barker, Tierie Haberfield & Lee Kendall

English

Exploring a procedural text

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.

Specific learning opportunities include:-

- reading less predictable texts with phrasing and fluency
- monitoring meaning, predicting, rereading and self-correcting
- using comprehension strategies to build literal and implied meaning when analysing texts and characters
- constructing sentences that contain articles, verbs, adjectives, nouns, noun groups and correct punctuation
- writing compound sentences using coordinating conjunctions
- listening for instructions and for specific information
- engaging in pair, group and class discussions
- sharing opinions and responding appropriately to others.

Assessment

Multimodal Procedure

Written

Students create, rehearse and present a multimodal procedure

Reading comprehension

Students read and comprehend an imaginative text and a procedural text and respond to literal and inferential questions

Maths

In this unit 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 of:

- **Number and place value** - Count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems.
- **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.
- **Chance** - Identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible.
- **Data representation and interpretation** - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

Assessment

Counting and calculating to and from 1 000

Collecting and representing data
Investigating outcomes of daily events (Guided Enquiry)

Science

Toy Factory

Students will understand how a push or pull affects how an object moves or changes shape. They 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. They 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. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.



Humanities and Social Science – HaSS

Semester 1

Present connections to places

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

Assessment

Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.

The ARTS - Drama

Shopping Fun

In this unit, students make and respond to drama by exploring the theme of shopping.

Students will:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping
- use voice, facial expression, movement and space to imagine and establish role and situation
- present drama that communicates ideas about shopping 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.

Led by Jaime Davison



Health

My classroom is healthy, safe and active

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

Collection of Work: Students answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe.

Led by Mrs H Oxenham

Design Technology – Semester 1 - Spin It!

In this unit, students will explore how technologies use forces to create movement in products.

Students will apply processes and production skills, in:

- investigating spinning toys from around the world, and analysing how they are made and how they work
- generating and developing design ideas, and communicating these using 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

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents Foundation year](#)

[Information for parents years 1–2](#)