

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

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

## Year 2 Curriculum – Term 3, 2023

**Classroom teachers** – Tierie Haberfield, Michelle Lupton, Ed Barker, Janelle Andrea & Sandra Glover

### English

#### Stories of families and friendships through exploring characterisation in stories.

Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a character with imaginative images that match the text for the purpose of engaging an audience.

#### Assessment

##### Imaginative narrative

*Imaginative response – written*

Students create a new narrative about family relationships and/or friendships for a character and support the narrative with appropriate images to match the story.

##### Reading comprehension

*Short answer questions*

Students read aloud and respond to comprehension questions, focusing on literal and inferred meaning.

### Maths

**Number and place value** - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections.

**Fractions** - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.

**Location and transformation** - describe the effect of one-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations.

**Money and financial mathematics** - count collections of coins and notes, make and compare money amounts, read and write money amounts.

**Using units of measurement** - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars and explore seasons and calendars.

#### Assessment

**Counting, multiplying and dividing.**

**Investigating numbers to 1000.**

**Ordering shapes and objects using informal units.**

**Using a calendar to identify dates, months and seasons.**

### Science

#### Exploring Growth – Good to Grow

In this unit, 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. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.

#### Assessment

##### Good to grow!

Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.



## Humanities and Social Science – HaSS – Semester 2

### Impacts of technology over time

In this unit, students will investigate the following inquiry question:

How have changes in technology shaped our daily life?

In this unit, students will identify how and why the lives of people have changed over time while others have remained the same; sequence events in order; use sources provided to answer questions and compare objects from the past and present. Students will use a range of terms related to time in their responses.

The content provides opportunities to develop historical understandings through the key concepts of continuity and change, cause and effects and perspectives.

### Assessment

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

## The ARTS – Media

In this unit, students explore manipulation and representation of self.

Students will:

- explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities
- experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects)
- present manipulated images in digital or print form to share understanding of generational relationships
- describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples

## Health

### Help me stay safe

In this unit 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.

### Assessment

Portfolio of student work.

## Digital Technologies – Semester 2 *led by Mrs J Davison*

### Tech Explorers: Changing Technology, Data Adventures & Online Safety

Uncover the ever-changing nature of technology and its impact on our lives. Dive deep into the world of data, learning how to explore and make sense of it. Get a taste of pre-programming concepts and develop crucial online safety skills for a secure digital presence.

### Assessment

Portfolio of student work.

## 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](#)