

- 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 3

Classroom teachers – Sandra Glover, Hannah MacDonald and Michelle Robinson

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 familiar animal 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 familiar animal 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 with oral responses 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!



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.

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

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 will explore 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.



Technology – Semester 2 - Who Am I? game

In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:

- recognise and explore how digital and information systems are used for particular purposes in daily life
- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts
- develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems
- work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.

Led by Mrs H Oxenham

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](#)