

- 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 4

Classroom teachers – Michelle Robinson, Sally Flanagan, Tierie Haberfield and Jaime Davison

English

Exploring informative Texts (weeks 1-7)

In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.

Specific learning opportunities include:-

- use language features and text purpose when discussing a text
- choose vocabulary to suit audience and purpose
- recognise noun groups
- identify the audience of informative texts
- identify fact from fiction
- compose informative sentences.

Assessment

Writing an informative text

Students create an informative text with a supporting image

Reading, writing and performing poetry (weeks 8-10)

Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.

Specific learning opportunities include:

- creating written texts using poetic features that include rhyming words, sound and word patterns, rhythmic patterns
- choosing vocabulary to suit audience and purpose
- responding to and comparing poems
- using appropriate volume, pace and tone when speaking
- speaking clearly
- participating in oral readings of poems.

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 - recall addition and subtraction number facts, add single-digit and two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.

Patterns and algebra - describe number patterns, investigate addition pattern sequences.

Shape - draw and describe two-dimensional shapes, describe the features of three-dimensional objects.

Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps.

Chance - predict the likelihood of an event based on data.

Data representation and interpretation- Use data to answer questions, represent data.

Assessment

Recognising two-dimensional shapes and three-dimensional objects and explaining transformations

Representing data and chance

Number Assessment

Science

Save planet Earth

In this unit students will 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. They use informal measurements to record observations from experiments. 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. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

We use water at home to wash and prepare our food.



Assessment

Using Earth's resources

Students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations.

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

Conduct an inquiry to answer the question:

How and why have changes in technology affected the lives of people over time?



The ARTS

Unit 4: Cultural Dance

In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

Students will:

- explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities
- present dance sequences that communicate new dance ideas to an audience
- respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Assessment

To respond to, choreograph and perform dance that represents a group.

Health – Led by Mrs H Oxenham

Message targets

In this unit students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.

Assessment

Students examine the messages related to health decisions and describe how to keep themselves and others healthy and physically active.

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](#)

Connecting every learner, every day in every way for success