

2024 Year 2 Curriculum Overview

Learning Area	Term 1
English	<p>In Term 1, students listen to, read and view literary texts including oral texts, picture books, rhyming verses and poetry. These texts may include unusual happenings within a familiar framework and include images that extend meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss the characters and settings in picture books and poems • identify how language features are used to present features in different ways • identify rhythmic sounds and word patterns in these picture books and poems. <p>Students create a spoken text that adapts the language features of these texts to experiment and reproduce rhythmic sounds and word patterns.</p> <p>In Term 1 students continue to learn phonics aligned to Helensvale State School Word Reading Scope and Sequence. They:</p> <ul style="list-style-type: none"> • Extend on the initial code from Prep to include spelling choices for long vowels and two syllable words <ul style="list-style-type: none"> ○ ai, ay, a ○ ee, ea, e ○ oa, ow, o ○ ur, er, ir ○ ea e ai (short /e/) ○ ow ou • decode and encode words with learnt code • increase awareness of text fluency • learn morphological awareness including prefixes and suffixes <ul style="list-style-type: none"> ○ re – means again, repeat ○ -er – as suffix for a superlative • learn spelling concepts to support encoding <ul style="list-style-type: none"> ○ when a vowel at the end of a syllable it may say its name ○ when you add a vowel suffix to a last CVC, double the last letter in the base word (ed, ing, est) ○ Homophones (words pronounced the same, but spelled differently)
Mathematics	<p>Students will:</p> <p><i>Number and Algebra</i></p> <ul style="list-style-type: none"> • recognise increasing number sequences involving 2s, 3s and 5s • identify the missing element in a number sequence • count to and from 1000 • perform simple addition and subtraction calculations using a range of strategies <p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none"> • order shapes and objects using informal units for length, capacity and area • draw two-dimensional shapes <p><i>Statistics and Probability</i></p> <ul style="list-style-type: none"> • collect, organise and represent data • describe outcomes for everyday events
Science	<p>Term 1 Science focuses on biological sciences. Students:</p> <ul style="list-style-type: none"> • describe changes to object • pose and respond to questions about their experiences • predict outcomes of investigations • share observations using scientific and everyday language.

Humanities and Social Sciences	<p>In Term 1, students will explore the following inquiry question:</p> <ul style="list-style-type: none"> • How are people connected to their place and other places? <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> • 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 • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, 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.
Health and Physical Education	<p>In Physical Education, students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity and:</p> <ul style="list-style-type: none"> • develop and refine skipping skills and sequences • investigate the heart's reaction to physical activity. <p>In Health, 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 and outside their classroom.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in and outside the classroom.
The Arts	<p>In Term 1, students will engage in Music and Visual Arts.</p> <p>In Music, students will compose, perform and respond to music demonstrating aural skills by staying in tune and keeping in time when they sing and play.</p> <p>In Visual Arts, create an artwork considering ideas in artworks by Aboriginal and Torres Strait Islander artists, such as line and dot arts.</p>
Technology	<p>In Term 1, students will explore a range of different structures in the world; Sydney Harbour Bridge, Boats, Tables/Desks, Towers, Playgrounds, Pyramid, etc. They will record design ideas using techniques when creating their own structure; one element of a playground.</p>