

2024 Year Two Curriculum Overview

Key Learning Area	Term 2
English	<p>In Year 2 students continue to develop their decoding skills using a range of texts, including decodables that are aligned to the school scope and sequence. Students use phonic and morphemic knowledge to read and write unfamiliar words. They also use punctuation to build phrasing and fluency when reading decodable texts.</p> <p>Text Based Students read and view of persuasive texts including short written and video animations. Students:</p> <ul style="list-style-type: none"> • identify language that is used for appreciating texts and providing reasons for preferences • build understanding of literary texts • discuss the characters, settings and language features used in different literary texts that are about similar topics • present a personal preference for a particular text • engage with revision of simple sentences • explore compound sentences with topic-specific vocabulary • Students create a multimodal text for younger students to view in the library sharing their preference of a picture book.
Mathematics	<p>Students develop understandings of:</p> <p><i>Number and Algebra</i></p> <ul style="list-style-type: none"> • Recognise increasing and decreasing number sequences involving 2s, 3s and 5s • Associate collections of Australian coins with their value • Identify the missing element in a number sequence • Count to and from 1000 • Perform simple addition and subtraction calculations using a range of strategies • Divide shapes into halves, quarters and eighths <p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none"> • Interpret simple maps of familiar locations • Explain the effects of one-step transformations • Tell time to o'clock and half past • Use a calendar to identify the date and the months included in seasons <p><i>Statistics and Probability</i></p> <ul style="list-style-type: none"> • Collect, organise and represent data to make simple inferences • Make sense of collected information
Science	<p>Students will:</p> <ul style="list-style-type: none"> • investigate combinations of different materials • give reasons for the selection of particular materials according to their properties and purpose • understand that science involves asking questions about, and describing changes to, familiar objects and materials • describe changes made to materials when combining them to make an object that has a purpose in everyday life

	<ul style="list-style-type: none"> • pose questions, make predictions and follow instructions to record observations in a guided investigation • represent and communicate their observations using scientific language
Humanities and Social Sciences	<p>Students will continue 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>Students will:</p> <ul style="list-style-type: none"> • Students demonstrate fundamental movement skills during activities using scooter boards • Students explore what shapes their own, their family and classroom's identity • examine similarities and differences in individual and groups and ways to include others to make them feel that they belong • explore how different strengths and achievements are recognised and celebrated
The Arts	<p>Students will:</p> <ul style="list-style-type: none"> • To compose, perform and respond to music using elements of music • discuss where and why people make music
Technology	<p>Students will continue to:</p> <ul style="list-style-type: none"> • explore a range of different structures in the world; Sydney Harbour Bridge, Boats, Tables/Desks, Towers, Playgrounds, Pyramid, etc. • record design ideas using techniques when creating their own structure; one element of a playground