Year 2, Semester 1 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English	**Term 1** **Expressing Opinions** Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Students participate in activities to develop their reading skills including, recognition of high frequency words, synthetic phonics, guided reading, home reading and Monty Reading Time. They identify the purpose of a variety of texts and their text features. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	**Speaking and Listening** Students create a spoken text to express a preference for a place or setting to peers.
	Term 2 **Understanding and Creating Informative Texts** Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Students continue to participate in activities to develop their reading skills including, recognition of high frequency words, synthetic phonics, guided reading, home reading and Monty Reading Time. They identify the purpose of a variety of texts and their text features. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They	**Writing** Students create a written procedure using the appropriate structure. They will be assessed on their use of language features and topic-specific vocabulary. Students will be expected to accurately spell familiar words and attempt to spell less-familiar words, using punctuation accurately. **Reading and Comprehension** Students read aloud, demonstrating reading accuracy, fluency and understanding of the different purpose of texts. Students respond orally to comprehension questions.

	discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.	
Maths	**Term 1** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.	Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include: • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.
	Term 2 Students further develop proficiency and positive dispositions towards mathematics and its use as they: • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.	Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include: • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.

Science	**Earth and Space Science** Students learn and appreciate that Earth is a planet in the solar system and identify other celestial objects. They identify patterns in the changing position of the sun, moon, planets and stars in the sky. Students will do this by participating in hands on learning opportunities, posing questions and collate this information in a portfolio of work.	Students demonstrate their understandings of the Earth, the solar system and identify other celestial objects. They identify patterns in the changing position of the sun, moon, planets and stars in the sky.
HASS	**Geography** **How are people connected to their place and other places?** Students draw on representations of the world as geographical divisions and the location of Australia. They recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another. Students 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. They 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. They represent connections between places by constructing maps and using symbols. Students examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections. They respond with ideas about why significant places should be preserved and how people can act to preserve them.	Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved. Students collect, sort and record data in tables and graphs.
Technologies	**Design Technology** Students explore and investigate materials, tools and equipment including their purpose and how their design meets the needs of the situation. They will draw and annotate their designs, reflect on the design process as well as their effectiveness. This involves students developing new perspectives, and engaging in different forms of evaluating of materials, processes and environments based on personal knowledge and preference.	Students participate in design and construction activities. They complete a design cycle (design, construct, reflect) to build a space helmet and rocket. They also demonstrate safe use of tools and equipment.
The Arts	**Visual Arts** Students learn about, explore and appreciate the works of world-famous historical and contemporary artists from various genres. They will develop an understanding of different art forms, styles, process and techniques (including drawing, painting, collage, sculpture). Students will demonstrate their skills and knowledge attained throughout the unit by creating a portfolio of hands-on art projects inspired by the featured artists. Students will also come to understand where and why artworks are made.	Students create a portfolio of original artworks in response to a range of famous artworks by artists demonstrating a mastery of each element of art. Students describe the purpose (why) of a presented artwork and explain where artworks can be made. Students will use and experiment with different materials, techniques, technologies and processes to make artworks.

	Drama Students demonstrate improvisation through the story of 'The Little Red Hen'. This includes elements of drama, such as role, situation and focus. Children will describe where and why people make drama and what happens in their performances they make and view.	Students describe what happens in drama they make, perform and view. They respond to drama and identify where and why this drama is made. Students devise an improvisation scene from the 'The Little Red Hen', using elements such as voice, facial expression, movement and space to establish role and situation.
	Music Students will develop their singing skills individually, and with peers. They will learn to play the xylophone using accurate pitch and rhythm and will improvise melodies. Students will also perform rhythmic ostinatos and learn about the use of dynamics in music.	Students will sing both individually and with their peers. They will play rhythms and melodies demonstrating technique. Student will improvise basic melodies to accompany known rhythms to demonstrate composition and improvisation.
Health and Physical Education	**Term 1** **Health** Topic 2: Respectful Interactions Theme B: Gender Respect Students will define and understand age-appropriate responsibilities. They will identify and discuss tasks they can do now and when they are older. Students will identify how they can take responsibility for their body and keep their body safe. **Term 2** **Health** Topic 2: Respectful Interactions Theme B: Gender Respect In this unit, students explore the concept that boys and girls should be afforded equal rights, respect and opportunities. Students will explain why gender should not determine or limit activities, achievements and interactions with others practise challenging unfair gendered labels. **Movement** Students will apply fundamental movement skills essential for AFL such as skills such as handballing marking and kicking in movement situations related to AFL. Students will explain how they move they move the AFL ball effectively. These skills are introduced and practised through a variety of fun, engaging, and age-appropriate activities that encourage active participation, build confidence, and support gross motor skill development.	**Health** Students' identity skills and strategies that are required to be responsible and respectful. They will identify behaviours and interactions of themselves and others that demonstrate being responsible. **Health** Students will give examples of gender stereotypes and how these may make a person feel. They will also describe ways to ensure people feel included and respected. **Movement** Students are observed performing the fundamental movement skills of AFL with a specific focus on handballing marking and kicking in movement situations.