

Year 2, Semester 1 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 1 Reading, Writing and Performing Poetry Students read and listen to a range of poems and rhymes. They identify poetic devices such as rhyming words, rhyming patterns, alliteration (words in the same line that start with the same sound) and vocabulary used in poetry. Students create a poem using learnt text structures and present a poem or rhyme to a familiar audience.</p> <p>To support students writing development they engage in explicit handwriting and writing sessions on how to use punctuation (capital letters and full stops), nouns (name of a person, place or thing), verbs (actions words), adjectives (describing words) and adverbs (describing the verb e.g., quickly, slowly).</p> <p>Students participate in activities to develop their reading skills with a specific focus on furthering decoding and comprehension skills. They apply comprehension strategies while reading familiar and unfamiliar texts. Students continue to build their proficiency at answering both literal (right there) and implied (hidden) comprehension questions. They engage in sight words, synthetic phonics, vocabulary, Guided Reading, home reading and Monty Reading Time.</p>	<p>Writing Students create a poem demonstrating their knowledge of poetic devices.</p> <p>Oral Students present a poem to a familiar audience.</p> <p>Reading and Comprehension Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally.</p>
	<p>Term 2 Exploring Procedural Text Students listen to, read and view a range of texts that contain certain structural elements and language features that reflect a procedure. Students will recognise the purpose of procedures, their text structures and language features. They will write their own procedure explaining how to create a 'weird or wacky sandwich'. This unit is linked to learning in Design Technologies.</p> <p>Students participate in activities to develop their reading skills with a specific focus on furthering their decoding and comprehension skills. They continue to explore texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. Students monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students engage in sight words, synthetic phonics, vocabulary, Guided Reading, home reading and Monty Reading Time.</p>	<p>Writing Students write a 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 and use punctuation accurately.</p> <p>Reading and Comprehension Students read and comprehend a text responding to literal and inferential questions. They demonstrate reading accuracy, fluency, understanding of text features and the different purpose of texts.</p>
Maths	<p>Term 1 Number and Place Value Students engage and participate in activities investigating number names and concepts to 100. They count, order, subitise (knowing how many is there just by looking) and partition (break numbers</p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, subitise and partition. They also complete assessment tasks designed to</p>

	<p>into parts e.g. 8 and 12, 10 and 10 etc) numbers. Students begin to use efficient mental and written strategies to calculate addition and subtraction.</p> <p>Measurement and Geometry They learn the names and characteristics of 2D and 3D shapes.</p>	<p>demonstrate their understanding, fluency, problem solving and reasoning skills.</p>
	<p>Term 2 Number and Place Value Students further develop their knowledge of place value by continuing to count, represent and partition numbers up to 100. They add and subtract two-digit numbers and represent addition and subtraction facts. The part-whole model is used to solve multiplication and division problems.</p> <p>Measurement and Geometry They learn the names and characteristics of 2D and 3D shapes and measure lengths using informal units, area by direct and indirect comparison and capacity in everyday situations. Students interpret simple maps of familiar locations.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> • 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	<p>Term 1 Earth and Space Science Students explore how they and others use water. They will develop an understanding of, and appreciation for, a precious natural resource. They investigate where it comes from, how it is collected and used, transported and accessed. Students will understand how water is filtered to make it safe to drink. They observe, investigate and gather information to describe how water is an essential resource for life.</p>	<p>Students choose from a range of materials that can be used to filter dirty water and then design a water-filtering device that can be made from recycled materials. Students design an experiment to investigate whether their device can filter water successfully. They record the process and the results and present their findings stating the effectiveness of their water-filtering device.</p>
	<p>Term 2 Biological Science Students learn how animals change as they grow, how science is used to care for animals and the differences and similarities between different animals' life cycles. They follow instructions and communicate their ideas to others.</p>	<p>Students draw and describe, using scientific vocabulary, the life stages of an animal, identifying the key stages in development. They describe how science is used to care for animals and compare animal life cycles.</p>
HASS	<p>Geography Students learn 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</p>	<p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>

	<p>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.</p>	
Technologies	<p>Design Technologies 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.</p>	<p>Students participate in design and construction activities. They complete a design cycle (design, construct, reflect) to build a shelter and a lunchbox. They also demonstrate safe use of tools and equipment.</p>
The Arts	<p>Visual Arts Students explore how changes in facial features, style and form communicate emotion in artwork. The visual language of portraiture and self-portraiture will be explored by analysing a range of artists, including Aboriginal, Torres Strait Islander and Asian artists. The concept of moods and feelings will be extended by exploring and creating images of weather that provide a complementary environment / atmosphere.</p>	<p>Visual Arts Students will demonstrate their knowledge and skills by creating a portfolio of original artworks inspired by a range of songs and poems about emotions, moods, and feelings. They will experiment with visual conventions through drawing, photography, collage and painting to create artworks that communicate emotion, mood and atmosphere. Students will display their artworks and share ideas about the choices they made.</p>
	<p>Dance Students will explore the effect of the elements in dance they make and view. Students use the elements of dance to make and perform dance sequences, using fundamental movement skills.</p>	<p>Dance Students create their own dance incorporating fundamental movement skills demonstrating a connection to a chosen character. They demonstrate safe dance practices when using fundamental skills. They will describe the effect the elements of dance have on the dances they make and view.</p>
	<p>Music Students will develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. They will also sing and play instruments using accurate technique, rhythm and pitch.</p>	<p>Students singing both individually and with their peers. They will also perform rhythms using body percussion and play tuned percussion instruments using accurate pitch, rhythm and technique.</p>
Health and Physical Education	<p>Term 1 Health Students identify positive behaviours and how positive interactions impact others. Students describe ways to include others to make them feel like they belong.</p> <p>Movement Students will develop object control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement</p>	<p>Health Students listen to a letter from an imaginary new student. They identify similarities and differences between themselves and the new student. Students describe several positive ways they could interact with the new student to make them feel like they belong.</p> <p>Movement Students are observed performing the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in</p>

	<p>challenges. They will also apply rules and fair play practices.</p> <p>Term 2 Health Students identify areas where they can be active and how their body reacts to different physical activities. They identify and explore natural and built environments in the local community where physical activity can take place.</p> <p>Movement In this unit, students will develop the fundamental movement skills through circuit-based activities. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during games.</p>	<p>a variety of movement situations. Students test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.</p> <p>Health Students will identify and draw pictures of natural and built environments where physical activity can take place. They will identify physical activities that could take place in each area. Students will identify how their body reacts to different physical activities.</p> <p>Movement Students will demonstrate the fundamental movements of underarm throwing, overarm throwing, running and balancing, through circuit-based activities.</p>
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