

**Year 2, Semester 2 Key Learning Area Overview**

Learning Area	Overview of Content	Assessment
English	<p><b>Term 3</b>  <b>Personal Preference</b>                      Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in these texts. They compare literary texts and write a text expressing a preference for a chosen character, giving reasons for their selection.</p> <p>Students participate in activities to develop their reading skills with a specific focus on furthering decoding and comprehension skills. They recognise the main idea of a text, identify literal (right there) and implied (hidden) meanings. Students engage in sight words, synthetic phonics, vocabulary, guided reading, home reading and Monty reading time.</p>	<p><b>Written: Character Preference</b>                      Students draft, edit and publish their statement about their personal preference for a character or book studied during this unit. Students demonstrate their understanding of personal preference by including adjectives (looks like, acts like, feels like) and examples from the text about their chosen character to justify their opinion. Students will be expected to accurately spell familiar words, attempt to spell less-familiar words and use punctuation accurately.</p> <p><b>Reading: Reading Fluency and Comprehension</b>                      Students demonstrate reading accuracy, fluency and understanding of the different purpose of texts.</p>
Maths	<p><b>Term 4</b>  <b>Examining Written Communication</b>                      Students listen to, read, view and interpret spoken, written and multimodal literary texts to help them identify character qualities in texts. Students engage with, and construct narrative texts with supporting images. They explore a variety of stories to explore how authors use plot and characterisation to entertain and engage an audience. They develop an understanding of the narrative story structure through the deconstruction, reconstruction and the creating of their own narrative.</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 eg quickly, slowly) and high modality (persuasive) words.</p> <p>Students participate in activities to develop their reading skills with a specific focus on furthering decoding and comprehension skills. They recognise the main idea of a text, identify literal (right there) and implied (hidden) meanings. Students engage in sight words, synthetic phonics, vocabulary, guided reading, home reading and Monty reading time.</p>	<p><b>Written: Personal Preference</b>                      Students plan and write an imaginative narrative. They will be assessed on the use of grammar, punctuation and spelling.</p> <p><b>Reading and Comprehension:</b> Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p><b>Term 3</b>                      Students will investigate numbers beyond 100 and count to and from 1000. They recognise, represent, model, read, write, partition and order three-digit numbers. Students investigate and recall addition facts making connections with subtraction. 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>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"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> <li>• Short answer response assessments which may be digital or paper based.</li> </ul>

	<p>Students recognise and name familiar 3D shapes, describe the features of 3D shapes, draw 3D shapes and describe the features of familiar 3D objects.</p> <p>Students identify everyday events that involve chance and describe events as likely, unlikely, certain and impossible. Students collect, record and display data, and describe outcomes of data investigations.</p>	<ul style="list-style-type: none"> <li>• Collect, organise and represent data to make simple inferences.</li> </ul>
	<p><b>Term 4</b> Students continue to investigate numbers beyond 100 and count to and from 1000. Students identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Students recognise, represent, model, read, write, partition and order three-digit numbers. Students consolidate addition and subtraction facts. 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>Students engage and participate in activities investigating location. They describe direction and give and follow instructions on how to arrive at a specific destination.</p> <p>Students engage and participate in activities investigating Transformation. They describe the effect of single-step transformations including turns, flips and slides - identify turns, flips and slides in real world situations</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"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> <li>• Short answer response assessments which may be digital or paper based.</li> </ul>
Science	<p><b>Term 3</b> <b>Chemical Sciences – All Mixed Up</b> Students learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses. They follow instructions and communicate their ideas to others.</p>	<p>Students use their knowledge of materials that mix well to design a mixture for the purpose of eating. They make predictions and observations about their mixture and discuss where mixtures are used in our everyday lives.</p>
	<p><b>Term 4</b> <b>Biological – Living Things</b> Students describe changes to living things and investigate life cycles of animals. They follow instructions and communicate their ideas to others.</p>	<p><b>Collection of Work:</b> Students research, explore and observe how living things grow. Students demonstrate their understanding of how living things change over time including animals and people.</p>
HASS	<p><b>Geography –</b> Students learn <b>How are people connected to their place and other places?</b> 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-</p>	<p><b>Collection of Work:</b> 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>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.</p>	
Technologies	<p><b>Digital Technologies</b> Students identify how common digital systems (hardware and software) are used to meet specific purposes. Students learn how to design solutions to simple problems using a sequence of steps and decisions (algorithms) using Dash.</p> <p>They will collect familiar data and display them using the Pages App, Excel and or Numbers App to record. They will create and organise ideas so that the information conveys meaning.</p>	<p>Students will design a solution to a simple problem using a sequence of steps and decisions.</p> <p>They collect and record data using digital tools like Excel, Pages, and Numbers.</p>
The Arts	<p><b>Term 3 and 4</b> <b>Visual Arts</b> Students observe and explore images of landscapes to discover their purpose. They observe different styles of landscapes and analyse the art elements used. Students explore making landscapes and experiment with different mediums to learn about different art elements and styles.</p> <p>Students explore their imaginations through sculpture. They experiment with different mediums to learn sculpting techniques and learn about shape, form, and texture.</p>	<p><b>Visual Arts</b> Student explain where and why artworks are made.</p> <p>Students create two original artworks inspired by the Dreamtime Story, Tiddalick. Artworks include a mixed media landscape and a sculpture of a character.</p>
	<p><b>Term 3</b> <b>Drama</b> Students demonstrate improvisation through the dramatic tale of 'Tidalick' the frog, an Indigenous story. This includes elements of drama, such as role, situation and focus. Children will describe what happens in their performances they make and view.</p>	<p><b>Drama</b> Students devise an improvisation scene from the tale of 'Tidalick'. Students respond to the drama 'Tidalick' and identify where and why this drama is made, through a character interview and character profiling.</p>
	<p><b>Term 4</b> <b>Dance</b> Students will partner for an animal dance demonstration. They will identify what locomotive and non-locomotive moves they included in their piece. Students will consider time, space relationships and safe dance practices, in their performance.</p>	<p><b>Dance</b> Students identify what locomotive and non-locomotive dance moves they performed in their animal dance. They identify how they used those movements in relation to the relationship of the dance.</p>
Health and Physical Education	<p><b>Term 3</b> <b>Health</b> Students participate in activities that recognise similarities and differences in individuals and groups, and recognise how strengths and achievements</p>	<p><b>Health Assessment – A collection of works</b> Students participate in activities that recognise similarities and differences in individuals and groups, and recognise how strengths and achievements</p>

	<p>contribute to identity. Students identify and practices emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</p> <p><b>Movement</b> Students participate in a variety of different activities in which they will have opportunities to demonstrate fundamental movements and apply these in different situations.</p>	<p>contribute to identity. They identify and practice emotional responses that reflect their own and others' feelings. Students' examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</p> <p><b>Movement Assessment</b> Observation of students participating in a variety of activities, demonstrating fundamental movements.</p>
	<p><b>Term 4</b> <b>Health</b> Students investigate and describe the physical and social changes that occur as they grow older. They discuss how family and community acknowledge these changes.</p> <p><b>Movement</b> In this unit, students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p>	<p><b>Health Assessment – A collection of works</b> Students participate in activities that explores social changes as we grow. They recognise and practice strategies to use as people grow and change.</p> <p><b>Movement Assessment</b> Students demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. Students demonstrate strategies to work in small groups and play fairly during tagging games.</p>