



# Year 2 2025 Term One - Curriculum Overview



## School Priorities 2025

### An Engaging Education and an Innovative Approach

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



### A Chance to Shine & Building futures and success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



### A School with Heart

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

### Save the Date:

Welcome to MRSS 2025: [Wednesday 19<sup>th</sup> February](#)  
 School photos: [Friday 7<sup>th</sup> February](#) (Preps and new students [only](#))  
 Parent-Teacher interviews: [Wednesday 26<sup>th</sup> March](#)  
 Harmony day & World Down Syndrome Day: [Friday 21<sup>st</sup> March](#)  
 Cross country: [Wednesday 2<sup>nd</sup> April](#)  
 Free Dress Day: [Thursday 3<sup>rd</sup> April](#)  
 Easter bonnet parade: [Friday 4<sup>th</sup> April](#)

## ENGLISH – Exploring informative texts

In this unit, students will explore informative texts to develop an understanding of text structures and language features. They will learn how to take notes to organise ideas and develop an understanding of how to create compound sentences. Students will plan and write their own information text and draw a detailed image to support their text. The focus for reading lessons will include developing vocabulary and consolidating strategies to identify main ideas and answer text dependent questions.

**Assessment:** Students will write an information report with a supporting image.

## MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** – Order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They Use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.
- **Data** - 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.
- **Space** - 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

**Assessment:** Students will partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money they will use a range of methods to collect, record, represent and interpret categorical data in response to questions and locate and identify positions of features on a map. To move positions by following directions and pathways on a grid.

## SCIENCE – Good to Grow

Students examine how living things grow. They investigate and compare the life stages of different living things. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives. Students conduct scientific investigations, make observations and draw conclusions based on their data.

**Assessment:** Students will describe and represent the changes to a living thing in its life stages. Students will also compare two animals to identify the similarities and differences in their life stages.

## HASS – Present connections to places

This HASS unit will be taught and assessed across Term 1 and 2. Students will explore the following inquiry question:

- *How are people connected to their place and other places?*

Students will:

- 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
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world
- respond with ideas about why significant places should be preserved and how people can act to preserve them.

**Assessment:** *This term, students will label world maps and identify continents of the world. They will create inquiry questions, describe the scales of places (e.g. personal, local, regional, national) and identify how people are connected to places.*

## THE ARTS

### Music

Students will engage with Music during Term 1 this semester. During this unit, students will explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and conserved.

**Assessment:** *Students will perform a song about the environment. They will also describe and discuss the music they performed to identify some elements of music.*

### Visual Arts

In Visual Arts, the students will explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. They will create and display experimental and imaginative artworks to represent a sense of place, both real and imaginary. Students will share ideas about a sense of place with an audience.

**Assessment:** *Students will create a series of experimental artworks in response to a place. Students will also respond to artworks and identify where and why artworks were created.*

### Media Arts

This curriculum area will be taught and assessed in Term 2.

## TECHNOLOGIES

### Digital Technologies

This curriculum area will be taught and assessed in Term 2.

## HEALTH AND PHYSICAL EDUCATION

*Health and Physical Education are a combined grade on report cards.*

### Health

This curriculum area will be taught and assessed in Term 2.

### Physical Education

This term, students will perform aquatic skills in a sequence that incorporates the elements of freestyle and backstroke.

**Assessment:** *Students will demonstrate competence in aquatic skills when entering and exiting the pool. They will incorporate elements of movement in continuous sequences to perform recognised strokes of freestyle and backstroke.*

