



# Year 2 2025

## Term Two - Curriculum Overview



### School Priorities 2025

#### Quality Teaching

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



#### Student Success

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



#### Connected Community

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:

ANZAC Service: 24<sup>th</sup> April  
Mother's Day Stall: 9<sup>th</sup> May  
Under 8's Day: 20<sup>th</sup> June  
Junior Sports Day: 25<sup>th</sup> June



## ENGLISH – Persuasive

In this unit, students will explore persuasive speaking as they prepare and deliver a presentation to express their preference for a local place of significance in the community or a setting from a text. Students will choose a place or setting and use persuasive language to convince their classmates that it is the best option for an excursion. Students will develop their speaking skills by practicing clear, confident, and expressive speech, using appropriate tone, pace, and gestures. By the end of the unit, students will have developed persuasive speaking skills, enhanced their confidence in public speaking, and learned how to structure and deliver an effective presentation.

**Assessment:** Students will create a spoken text to express a preference for a place or setting to peers.

## MATHEMATICS

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

- **Number and place value** – Students will recall and demonstrate proficiency with addition and subtraction facts within 20. They will represent two-digit numbers and partition them into tens and ones, describe part-part-whole relationships, and solve addition and subtraction problems involving one- and two-digit numbers. Students will use mathematical modelling to represent and solve practical additive situations, including money transactions, by selecting and applying appropriate calculation strategies. They will also explore early concepts of multiplication and division by representing and solving simple grouping and sharing problems.
- **Money and financial mathematics** – Students will describe features of Australian coins and identify \$5 and \$10 notes. They will count small collections of coins and notes, identify equivalent combinations, and apply these skills to simple financial problems, including those involving transactions.
- **Patterns and algebra** – Students will identify and describe number patterns, including the counting sequence by threes. They will continue and solve simple number pattern problems and identify missing elements in sequences.
- **Using units of measurement** – Students will identify the number of days in each month and relate months to seasons. They will tell time to the hour and half hour, compare and order the area of shapes and surfaces, and measure area using informal units.
- **Shape** – Students will recognise, name and draw familiar two-dimensional shapes and describe the features of both two- and three-dimensional shapes using formal spatial terms. They will compare and classify shapes based on their features and use spatial language to describe them.

**Assessment:** Students will use mathematical modelling to solve practical additive problems involving money. Students will compare and classify shapes.

## SCIENCE – Save Planet Earth

Students will investigate Earth's resources. They will describe how water is used and the importance of conserving resources for the future of all living things. Students will use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve water and decisions they can make in their everyday lives.

**Assessment:** Students will identify the different uses of water and describe ways to conserve it. They will identify and justify the best conservation methods. Students will use informal measurements to make observations and communicate their ideas using scientific language.

## 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 identify services provided by places. They will identify and describe the significance of places to themselves and others. They will also recognise how to care for significant places and describe why significant places should be preserved.*

## THE ARTS

### Music

This curriculum area was taught and assessed in Term 1.

### Visual Arts

This curriculum area was taught and assessed in Term 1.

### Media Arts

In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms.

**Assessment:** *Students will explore how messages are communicated in posters. They will make and share an electronic poster that communicates a school safety message.*

## TECHNOLOGIES

### Digital Technologies

This term, students will recognise and explore how digital and information systems are used for particular purposes in daily life. They will collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning. Students will also apply strategies to explore patterns and work collaboratively to organise ideas and information.

**Assessment:** *Students will represent data to make meaning, to create and share information using collected data to convey meaning.*

## HEALTH AND PHYSICAL EDUCATION

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

### Health

In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

**Assessment:** *Students will describe changes as they grow older. They will also identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.*

### Physical Education

This term, students will demonstrate fundamental movement skills such as catch/mark, punt kick and one hand strike. They will also solve movement challenges.

**Assessment:** *Students will demonstrate fundamental movement skills and test alternatives to solve movement challenges.*