



Year 2 2024 Term Four - Curriculum Overview



School Priorities 2024

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:

Colour Run – Wednesday 9th October
Junior Swimming Carnival – Friday 6th December

ENGLISH – Exploring characters

In this unit, 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 texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

The focus for reading lessons will include explicit teaching of inferencing, developing vocabulary and consolidating strategies to identify main ideas.

Assessment: Students will compare characters in two versions of the same story. They will identify similarities and differences between the characters and express a preference for one of the characters. Students will also demonstrate reading accuracy and respond to comprehension questions.

MATHEMATICS

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

- **Number and place value** - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.
- **Fractions and decimals** - identify halves, quarter and eighths, divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.
- **Patterns and algebra** - describe number patterns, investigate addition pattern sequences.
- **Using units of measurement** - directly compare mass of objects; use informal units to measure mass; compare and order objects and shapes based on a single attribute; tell time to the hour, half hour and quarter-hour.
- **Location and transformation** - identify half and quarter turns, represent flips and slides, interpret simple maps.

Assessment: Students will explain the effects of one-step transformations. Students will tell time to the quarter hour and solve problems related to time. They will also divide collections and shapes into halves, quarter and eighths and solve simple problems.

SCIENCE – Push and pull

Forces are at work in everything we do – we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. The unit provides the opportunity for students to explore pushes and pulls. Through hands-on investigations, students observe and gather evidence about how these forces act in air and on the ground. Students will further develop their inquiry skills by posing questions, making predictions and following instructions to record observations in a guided investigation. They will also represent and communicate their observations using scientific language.

Assessment: Students will create a toy that can move with either a push or pull force. Students will also identify a change that can be made to the toy and describe how it affects the toy's movement.

HASS – Impacts of technology over time

This HASS unit will be taught and assessed across Term 3 and 4. Students will explore the following inquiry question:

- *How have changes in technology shaped our daily life?*

Students will:

- investigate continuity and change in technology used in the home (e.g. in toys or household products)
- compare and contrast features of objects from the past and present (e.g. communication, road transport)
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations
- use information gathered for an investigation to develop a recount about the past.

Assessment: *Students will pose questions to investigate an inquiry into changes in communicate and transport technologies. They will also gather information from their 'Step into History' incursion to create a recount of a past event. Students will sequence changes in technologies and compare and contrast changes in technologies from the past to the present.*

THE ARTS

Music

This curriculum area was taught and assessed in Term 3.

Visual Arts

This curriculum area was taught and assessed in Term 3.

TECHNOLOGIES

Design Technologies

In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will learn to plan, design and create a toy that uses a spinning movement.

Assessment: *Students will design and make a spinning toy for a small child that is fun and easy to use.*

HEALTH AND PHYSICAL EDUCATION

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

Health

This curriculum area was taught and assessed in Term 3.

Physical Education

Students will refine their freestyle stroke and transition from shallow to deep water swimming. They will also practise a range of skills in games and challenges in different depths of water.

Assessment: *Students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle or backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort and space awareness.*