

Y02 Curriculum Overview Semester 1 2026

| | Term 1 | Term 2 |
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| English | <p style="text-align: center;">Sharing ideas and responding to imaginative texts</p> <p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings.</p> <p>Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions and emotions.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.</p> <p>Assessment task: Speaking & Listening. Students share ideas and express an opinion about a familiar character and their traits. They will create a speech to share ideas about a character, including describing the character's traits, and express an opinion about the character with supporting reasons.</p> | <p style="text-align: center;">Understanding and creating informative texts</p> <p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts.</p> <p>Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p> <p>Assessment task: Reading, Viewing & Comprehending. Students read, view and comprehend a simple text, and explore how a similar topic is presented in an imaginative text.</p> <p>Assessment task: Writing & Creating. Students will create a written and multimodal informative text.</p> |
| | <p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Daily reading of quality picture books or chapter books, discuss characters, events, problems, setting and an opinion about a character. Use evidence from the text to support your opinion. Discuss the purpose of a variety of text types, is the purpose to persuade, inform or entertain the reader. Reinforce left to right organisation when your child is writing at home, appropriate use of capital letters and full stops. Model and encourage correct formation of letters when writing incidentally at home. | <p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Daily reading of quality picture books and informative texts, discuss the language features of this text type including, contents, title, heading, sub-heading, diagrams, and language choice. Discuss the purpose of an informative text and identify where you see real-world examples of such text. When spelling unfamiliar words, model breaking the word into sounds and saying these sounds as you spell the word. Explore and identify real-world informative texts. |
| Mathematics | <p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> Apply knowledge of place value of two-and three-digit numbers to partition, rearrange, regroup and rename. Apply knowledge of place value of two-and three-digit numbers to represent and order using physical and virtual materials. Identify halves, quarters and eights. Explore additive patterns: recognising, describing and creating increasing and decreasing patterns. Use physical and virtual materials to represent, partition and combine numbers flexibly, beginning to explore and describing the relationship between addition and subtraction. Will represent addition and subtraction using number sentences and part-part-whole reasoning. Use uniform informal units to measure and compare shapes and objects. Recognise, compare and classify shapes using mathematical language. 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. <p>Assessment task - To order, partition, rearrange, regroup and rename numbers to 999.</p> <p>Assessment task - To identify and represent halves, quarters and eighths.</p> <p>Assessment task - To use a range of methods to collect, record and represent and interpret data in response to questions.</p> | <ul style="list-style-type: none"> Apply knowledge of place value of two-and three-digit numbers to partition, rearrange, regroup and rename. Apply knowledge of place value of two-and three-digit numbers to represent and order using physical and virtual materials. Use physical and virtual materials to represent, partition and combine numbers flexibly, beginning to explore and describing the relationship between addition and subtraction. Will represent addition and subtraction using number sentences and part-part-whole reasoning. Represent multiplicative situations using equal groups and arrays Begin to use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions Explore additive patterns: recognising, describing and creating increasing and decreasing patterns, begin to identify missing elements within a pattern. Will engage in purposeful calendar application. Continue to use appropriate measurement units to measure and compare objects. <p>Assessment task - To read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.</p> <p>Assessment task - To describe and continue additive patterns and identify missing elements</p> |
| | <p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Encourage flexible thinking — numbers can be renamed in different ways such as, 34 can be 3 tens and 4 ones, or 34 ones or 2 tens and 14 ones. Compare 3-digit numbers, which one is larger or smaller? How do you know? Explore real-world examples of fractions. Counting in 2s, 3s, 5s and/or 10s forwards and backwards when driving. | <p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Use Lego to create models to represent the relationship between addition and subtraction. Continue to discuss and think flexibly with two- & three-digit numbers, renaming and regrouping numbers. When solving real-world maths problems (such as organising a lunch or party) discuss all the things you need to know and what mathematics you would need to do to solve this problem. Use a daily calendar, count how many days till the weekend, what would the date be in a fortnight or a week? Ensuring to explore the mathematics when moving from one month to the next. |

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| Science | <p>Students will explore the following big inquiry question: <i>What is sound energy and how can I change it?</i></p> <p>Through the concept of <i>play and thinking big</i> students will explore:</p> <ul style="list-style-type: none"> • What is sound energy? • How does sound travel? • How can I change sound energy? • How do I hear? • How does sound energy help me every day? • What are the different types of sounds? <p>Assessment task: <i>Students will demonstrate how different sounds can be produced using different actions, loudness and pitch.</i></p> | <p>Students will explore the following big inquiry question: <i>Twinkle, twinkle little star, how we wonder what's afar?</i></p> <p>Through the concept of <i>exploration</i>, they will explore the following:</p> <ul style="list-style-type: none"> • Identify celestial objects. • Explore the question, what is a solar system? • Pose questions to investigate and make scientific observations. • Identify and explain patterns in the sky (such as the changing position of the sun, moon, planets or stars in the sky). • Identify what real-world scientists discover and explore. • Use every day and scientific vocabulary to communicate their findings and ideas. <p>Assessment task - <i>Assessment will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understandings.</i></p> |
| HASS | <p>How are people connected to their place and other places?</p> <p>This term, students are learning how places can be represented at different geographical scales — local (our suburb), regional (our wider area) and state or territory (such as Queensland). They will explore how people and places are connected across different scales.</p> <p>Monitoring task: Students will label Australia's states and territories and Queensland capital city.</p> | <p>What has technology taught us? How has technology impacted us?</p> <p>Through the concepts of exploration and wonder, students will identify how technology has changed the way we live. They will examine how technological developments have changed communication, transport, learning and daily life. They will ask inquiry questions, collect and sort information, interpret data and explore different perspectives about the impact of technology.</p> <p>Assessment task: Students will interpret information and data regarding changes in technology; they will identify the effects of changes in technologies on the lives of themselves and others.</p> |
| Health | <p><u>What makes me, me? What makes you, you?</u></p> <p>Students will explore their own personal qualities, such as kindness, resilience, and creativity, and recognise these qualities in others. They will learn how these strengths and characteristics help shape who we are and contribute to the development of our identity. Students will also examine how emotions influence behaviour and relationships. They will discuss how different emotional responses can affect their own feelings and the feelings of others.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p> | |
| Physical Education | <p><u>Moving for Meaning and Cross Country</u></p> <p>Students will refine elements of movement while developing fundamental skills that involve manipulating equipment (overarm throw, catch, strike & dribble). They will perform these skills, with and without equipment, in sequences. Students will explain how they move with objects in space effectively.</p> <p>Assessment — Students will apply refined fundamental movement skills in a variety of situations.</p> | <p><u>Ready, Set, Go! and Junior Athletics</u></p> <p>Students will demonstrate fundamental movement skills with an athletics theme. They will have numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will work collaboratively with partners to solve team-based challenges.</p> <p>Assessment - Students will perform movement sequences that combine two or more elements of movement.</p> |
| Digital Technologies | <p><u>Digital Technologies - Digital Detectives</u></p> <p>This semester, Year 2 students will explore some of the key elements of the Digital Technologies curriculum and document their discoveries in an eBook.</p> <p>Assessment - Assessment of student learning will be gathered through a test and a portfolio of their work.</p> | |
| Visual Art | <p><u>Visual Art – Reinventing objects</u></p> <p>In this unit students explore processes of invention and imagination through found object sculpture, drawing and collage to communicate meaning and represent new ideas about change and recycling.</p> <p>Assessment task: <i>Students will explore ideas about connection to country, seasons and the environment through artwork. They will respond to selected artworks, identifying where and why artworks are presented as well as, create their own artwork from reinvented objects.</i></p> | |
| Music | <p><u>Save the world</u></p> <p>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 managed.</p> <p>Assessment - Collection of Work Students: respond to, perform and compose music using the stimulus of saving the environment.</p> | |
| Japanese | <p><u>Getting ready for school!</u></p> <p>With support, students will use Japanese language to describe getting ready for school in Japan and in Australia. They will use words, familiar phrases and modelled language to create spoken texts and explore how language carries cultural meaning in classroom-related greetings.</p> <p>No formal assessment.</p> | |