


## Y02 Curriculum Overview Semester 2 2025

	Term 3	Term 4
English	<p style="text-align: center;"><b>Expressing Opinions</b></p> <p>Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.</p> <p>Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p>Through texts, students explore how information is presented in different types of texts to suit their purpose and audience and explore how persuasive language is used to express opinions about texts and topics.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.</p> <p><b>Assessment task:</b> To create a spoken text to express a preference of a place or setting to peers.</p>	<p style="text-align: center;"><b>Engaging with narrative texts</b></p> <p>Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events.</p> <p>Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.</p> <p>Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.</p> <p><b>Assessment task:</b> To read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text.</p> <p><b>Assessment task:</b> To create a written story using a known character.</p>
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Read (to them and have them read to you) a variety of informative, imaginative and persuasive texts. Reread the same text with students.</li> <li>Discuss elements of texts read or read to them. i.e. recount the text, identify if they liked/disliked characters and why, what evidence in the text told them about that character, setting, events. Engage in questions to check if the student has understood what was read.</li> <li>Model how to express a preference of a place or object.</li> <li>Discuss and model how to express an opinion.</li> <li>Model and develop student's ability to use appropriate adjectives when describing a place or object.</li> <li>Practice speaking in large groups with clear volume and appropriate pace.</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Read (to them and have them read to you) a variety of informative, imaginative and persuasive texts. Reread the same text with students.</li> <li>Discuss elements of texts read or read to them. i.e. recount the text, identify if they liked/disliked characters and why, what evidence in the text told them about that character, setting and events. Engage in questions to check if the student has understood what was read.</li> <li>Make connections between text read and their own lives and experiences.</li> <li>Identify how authors use noun groups and verbs to develop the character and mood.</li> <li>Discuss different ideas that could be used in a story.</li> </ul>
Mathematics	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will:</p> <ul style="list-style-type: none"> <li>Use physical and virtual materials to represent, partition and combine numbers flexibly, beginning to explore and describing the relationship between addition and subtraction.</li> <li>Recognise, represent and order numbers to at least 1000. Apply knowledge of place value of two-and three-digit numbers to partition, rearrange, regroup and rename.</li> <li>Apply knowledge of place value of two-and three-digit numbers to represent and order using physical and virtual materials.</li> <li>Add and subtract one-and two-digit numbers, using a number sentence and part-part-whole reasoning.</li> <li>Begin to demonstrate recall of multiplication facts for twos and related division facts.</li> <li>Recall addition facts to 20, begin to apply these to related subtraction facts (i.e. <math>7 + 8 = 15</math>, <math>15 - 7 = 8</math>)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore additive patterns: recognising, describing and creating increasing and decreasing patterns.</li> <li>Recognise, compare and classify 2-D shapes.</li> <li>Use Mathematical modelling to solve practical problems involving additive and multiplicative situations.</li> <li>Engage in a statistical investigation 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.</li> </ul> <p><b>Assessment task:</b> Using mathematical modelling to solve practical additive problems involving money.</p> <p><b>Assessment task:</b> To use a range of methods to collect, record, represent and interpret data in response to questions.</p> <p><b>Assessment task:</b> to compare and classify shapes.</p>	<ul style="list-style-type: none"> <li>Recognise and read time represented on an analogue clock to the hours, half-hour and quarter-hour.</li> <li>Located positions in two dimensional representations of a familiar space. Move positions by following directions and pathways.</li> </ul> <p><b>Assessment task:</b> To partition, rearrange, regroup and rename numbers to 999 to assist with calculations.</p> <p><b>Assessment task:</b> To measure and compare length, mass and capacity of shapes and objects.</p> <p><b>Assessment task:</b> To locate and identify positions of features on a map. To move positions by following direction and pathways on a grid.</p>
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Explore and identify where real-world math takes place in their everyday life.</li> <li>Exploring money with additive problems.</li> <li>Discuss and identify where 2-D shapes are in their everyday life. E.g. Talk about how we know that is a circle and not a square because it has no corners.</li> <li>Counting, counting up &amp; back in 2s, 5, 10s</li> <li>Number sentences.</li> <li>Recalling 2s multiplication facts with pictures to help (i.e. <math>2 \times 6 = 12</math> )</li> <li>Partitioning numbers through standard (<math>24 = 20 + 4</math>) and non-standard (<math>24 = 10 + 14</math>, <math>22 + 2</math>) ways.</li> <li>If you come across basic data, please have a discussion as to how you read it and make sense of it. (very basic bar graphs)</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Counting, counting up &amp; back in 2s, 5, 10s.</li> <li>Recalling 2s multiplication facts with pictures to help (see T3 image).</li> <li>Partitioning numbers through standard (<math>24 = 20 + 4</math>) and non-standard (<math>24 = 10 + 14</math>, <math>22 + 2</math>) ways.</li> <li>Read both digital and analogue time.</li> <li>Discuss the different durations of events: activities that take a day, week, hour etc.</li> <li>Play Battle Ships to support their ability to practically use grid referencing.</li> </ul>

Science	<p>Students will explore the following big inquiry question: <b><i>How can I make a change?</i></b></p> <p>Through the concept of ‘<i>play and think big</i>’, they will explore the following:</p> <ul style="list-style-type: none"> <li>Identifying ways to physically manipulate materials.</li> <li>Explore what is the relationship between material composition and its designed purpose?</li> <li>How can I physically manipulate materials without changing their material composition?</li> <li>How can I communicate my observations and findings using both every day and scientific vocabulary?</li> </ul> <p><b>Assessment:</b> Assessment will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding of:</p> <ul style="list-style-type: none"> <li>Using every day and scientific vocabulary to communicate observations, findings and ideas.</li> <li>Identifying different ways to change materials without changing their material composition.</li> <li>Conducting a fair test.</li> </ul>	<p>Students will continue to explore the following inquiry question: <b><i>Why does science need to be fair?</i></b></p> <p>Through the concept of process, students will:</p> <ul style="list-style-type: none"> <li>Become familiar with scientific methods (asking a question, making a prediction, conducting the experiment, observing, analysing the data and forming a conclusion)</li> <li>Understand the purpose of a fair test.</li> <li>Know how to conduct a fair test, what will be changed? What will be measured? What will stay the same?</li> <li>Explore ways to collect and record observations.</li> <li>Explore the question, what did we learn from this experiment?</li> <li>Identify that science is collaborative.</li> <li>Come to understand that a prediction can be challenged and incorrect (and that’s okay).</li> </ul> <p><b>Assessment:</b> Students will engage in a scientific fair test.</p>
HASS	<p>Students will explore the following big inquiry questions: <b><i>How are we interconnected? What interconnections are in our environment? How are First Nations Australians interconnected to country?</i></b></p> <p>Through the concept of ‘<i>keeping it real &amp; connection</i>’, they will explore the following:</p> <ul style="list-style-type: none"> <li>What is significance?</li> <li>What is interconnection?</li> <li>Difference between interconnections person, place and building?</li> <li>How do First Nations Australians care for places?</li> <li>What is connection to country?</li> <li>How is place interconnected to people?</li> <li>How can I best sort and record my information?</li> </ul>	<p><b>Assessment task</b> - Students will respond to the questions: how are you interconnected to a place? How are First Nations Australians interconnected to place? Their response will be recorded and represented visually.</p> <p><b>Assessment task</b> – Students will conduct a research task into the significance of a person, group, place or building. They will develop questions, collect, sort and record information and interpret information to identify perspective.</p>
Health & Media Arts	<p><b><i>What’s the message?</i></b></p> <p>Students will identify where they see media artwork and begin to explore media technologies and languages to create and communicate information and ideas in media art works. They will explore strategies and behaviours required to develop respectful relationships, describing how they develop positive and respectful interactions.</p> <p><b>Assessment task</b> – Students will use media technologies to create a stop motion that communicates strategies for developing respectful relationships, describing the skills and strategies used in their media artwork.</p>	
Physical Education	<p><b><i>Ultimate Tag (2)</i></b></p> <p>Students will develop and refine the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p> <p><b>Assessment task</b> - Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. They will demonstrate strategies to work in groups and play fairly during tagging games.</p>	<p><b><i>Hit the target</i></b></p> <p>Students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and explain how they move with objects and in space effectively.</p> <p><b>Assessment task</b> - Students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and explain how they move.</p>
Design and Technologies		<p><b><i>Spin it!</i></b></p> <p>In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p><b>Assessment task</b> - Student’s design and make a toy for a small child.</p>
Music	<p><b><i>Musical stories</i></b></p> <p>Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.</p> <p><b>Assessment task</b> - <i>Students compose, perform and respond to music that tells a story.</i></p>	
Japanese	<p><b><i>Costumes and traditional stories.</i></b></p> <p>Students will present a fashion parade and will compare cute and cool clothing worn in Australia and Japan. Students will investigate traditional Japanese stories, making comparisons with stories from other cultures. They will use the hiragana script to write simple sentences about characters from well-known Japanese tales.</p> <p>No formal assessment.</p>	