

Y02 Curriculum Overview Semester 1 2025

	Term 1	Term 2
English	<p>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, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p>Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.</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 – students share ideas and express an opinion about a familiar character and their traits. They will create a talk to share ideas about a character, including describing the character's traits, and express an opinion about the character with supporting reasons.</p>	<p>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. Imaginative texts with related themes and topics are selected to complement these.</p> <p>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, short films and animations.</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 - read, view and comprehend a simple text, and explore how a similar topic is presented in an imaginative text.</p> <p>Assessment task - create a written and multimodal informative text.</p>
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>
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 what is a solar system? • Pose questions to investigate. • Make scientific observations. • Identity and explain patterns in the sky (such as the changing position of the sun, moon, planets or stars in the sky). • Make predictions. • 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>Students will explore the following aspects of the Australian Curriculum:</p> <p>Through the concepts of <i>exploration</i>, they will explore the following questions:</p> <ul style="list-style-type: none"> • How is Australia represented? • What is a geographical division and why do I need to know it? • How are places interconnected? • What connections do I have with these places? • What is a map? <p>Monitoring task – Students will label Australia’s states and territories and Queensland capital city.</p>	<p>Students will explore the following big inquiry questions: <i>What has technology taught us? How has technology impacted us?</i></p> <p>Through the concepts of <i>exploration and wonder</i> they will:</p> <ul style="list-style-type: none"> • Identify and represent places that are special/significant to them. • Define technology. • Explore how technology develops and its impact. • Identity links between the development of technology and space exploration. • Develop questions to investigate. • Collect, sort and record related information and data. • Interpret information and data, exploring perspectives. • Answer the question, what is a source? • Use sources to develop texts and share their findings. <p>Assessment: 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"> • Identifying and examining the changes in technology, including the effects of these changes of people’s lives at home. • Developing questions for the purpose of the investigation. • Collecting, sorting and recording related information and data. • Identifying and discussing perspectives, especially the perspectives of older generations. • Drawing conclusions on the similarities and differences in technology over time.
Health	<p><u>Who am I?</u></p> <p>Throughout the semester students will demonstrate and describe strategies to develop respectful relationships. They will examine information related to health decisions and describe how to keep themselves and others healthy and safe.</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>	