

Year 2 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 English	In English, students engage with a range of imaginative and informative texts based on stories, familiar learning topics and areas of personal interest. They read, view and comprehend texts that support their development as independent readers, including picture books, simple chapter books and oral texts. Through these texts, students explore how information is organised for different purposes and audiences, and how persuasive language is used to express opinions and influence others. Through speaking, listening, reading and writing activities, students participate in discussions, make considered vocabulary choices, and create persuasive texts that express opinions supported by reasons and examples.	Students will be assessed on their ability to present a persuasive spoken text expressing an opinion about a preferred holiday destination. They will share ideas and topic knowledge using precise vocabulary and language that shows degrees of preference, supported by clear reasons and relevant details. Students will organise and link their ideas in a logical sequence, using an appropriate structure for persuasion and a range of sentence types to connect ideas effectively. They will demonstrate effective speaking skills by varying tone, expression and pace to suit their audience and purpose, while using topic-specific vocabulary to engage and influence listeners.
 Mathematics	In Mathematics, students develop their understanding of number, measurement and mathematical modelling through hands-on and real-world learning experiences. They recognise, represent, order and partition numbers to at least 1000, applying place value knowledge to solve problems involving addition, subtraction, multiplication and division. Students build fluency with number facts and use a range of calculation strategies to solve practical problems, including money transactions. They measure and compare length, mass and capacity using informal units, identify dates and calculate time between events using calendars, and read analogue clocks to the hour, half-hour and quarter-hour. Throughout the unit, students communicate and justify their mathematical thinking and solutions.	Students will be assessed on their ability to use calendars and analogue clocks to identify dates, calculate the number of days between events, and read and represent times to the hour, half-hour and quarter-hour. They will measure and compare the length, mass and capacity of objects using suitable uniform informal units, justifying their choice of measurement units and explaining their reasoning. Students will also apply mathematical modelling to solve real-world multiplicative problems, using drawings, materials, number sentences and calculation strategies to represent and solve situations. They will communicate their thinking clearly, interpret their solutions in context, and explain decisions related to fairness, sharing and the use of remainders.
 Science Earth & Space (Semester 2)	In Science, students explore Earth and space by investigating the Sun, Moon, stars and Earth, and learning that Earth is a planet in the solar system. Through observations, models and hands-on investigations, they identify patterns in the sky, including the Sun's apparent movement, changing shadows, and the Moon's changing appearance over time. Students collect, sort and represent data using diagrams, tables and timelines, and communicate their findings using scientific vocabulary. They also discover how people, including First Nations Australians, use observations of the sky for navigation, seasonal knowledge and prediction, developing an understanding of how science helps us make sense of the world around us.	Students will be assessed on their ability to identify and describe celestial objects and explain patterns observed in the sky, including regular and irregular changes that occur over short and longer periods of time. They will explain how people use observations of the Sun, Moon and stars in daily life and how these patterns can be used to make predictions. Students will sort, classify and sequence information using provided tables, flow charts, Venn diagrams and other organisers to represent patterns in data. They will communicate their observations, findings and ideas clearly using appropriate everyday and scientific vocabulary, supported by labelled drawings, images and oral or written explanations.
 HASS Geography (Semester 2)	In HASS Geography, students explore the concept of place and how people, places and environments are connected at local, regional and state levels. They learn how places can be represented using maps, symbols and simple spatial representations, and identify where they live within Australia, including their state and nearest capital city. Students investigate places that are important to themselves and their families and examine how transport and communication technologies connect people across distances. They also develop an understanding of First Nations Australians' connections to Country and Place, including the local Turrbal and Yuggera language groups. Through inquiry activities, students collect, record and communicate geographical information using maps and other representations.	Students will be assessed on their ability to identify where they live within Australia, including their suburb, region, state and nearest capital city, and recognise that places can be represented at different geographical scales. They will demonstrate an understanding of how people and places are connected locally and across wider areas, including identifying the First Nations language group of their local area and explaining how transport technologies connect places. Students will develop geographical inquiry questions, collect and sort information from observations and provided sources, and create annotated pictorial maps using symbols, labels and drawings to represent significant places, features and connections.
 The Arts Music	In Music, students explore how music is experienced and shared across different cultures and communities, including through examples of music composed and performed by First Nations Australians. They develop listening, singing and performance skills by investigating beat, rhythm, sound and silence. Students learn to identify and perform rhythmic elements such as ta, ti-ti, minims and rests, while maintaining a steady beat and understanding how music continues through periods of silence. They create, represent and perform their own rhythmic compositions using musical symbols and expressive elements such as tempo and dynamics. Throughout the unit, students build confidence as musicians by composing, performing, responding to and discussing music using appropriate musical vocabulary.	Students will be assessed on their ability to identify where they experience music and describe their responses to it, including how music can create mood, tell stories and enhance action. They will demonstrate an understanding of how people from different cultures experience and use music, including examples from Torres Strait Islander and Western musical traditions. Students will show listening and performance skills by maintaining a steady beat, matching pitch, and applying rhythm, tempo and dynamics when singing or playing instruments. They will also compose and perform a four-bar musical piece using so, mi and la, incorporating rhythmic patterns, rests and expressive elements such as loud and soft or fast and slow to communicate musical ideas effectively.
 The Arts Visual Arts (Semester 2)	In Visual Arts, students explore how artists use the elements of colour, line and shape to communicate ideas, feelings and stories. They investigate warm and cool colours, different types of lines, and a variety of shapes through discussions, artwork analysis and hands-on artmaking. Students experiment with a range of materials and techniques to create artworks inspired by their own ideas and by artists, including First Nations Australian artists. They develop visual arts vocabulary to describe and respond to artworks, explain their artistic choices, and reflect on how visual elements can be used to express meaning, emotions and experiences.	Students will be assessed on their ability to create and share an artwork that uses lines and colours to represent feelings, thoughts and ideas. Using a range of visual arts materials and techniques, they will experiment with colour, line, texture and layering to communicate meaning in their artwork and explain the choices they made. Students will also respond to artworks by identifying where they experience visual arts, describing what they recognise in an artwork, and discussing the features, materials and techniques an artist may have used. They will share their ideas and preferences using appropriate visual arts vocabulary to communicate their understanding of artworks.
 The Arts Media Arts (Semester 2)	In Media Arts, students explore how media artworks are experienced in everyday life, at school and in the community, and how media can be used to share stories, ideas and culture. They view and respond to a range of media artworks, including works by First Nations Australian media artists, to investigate how images, sounds, text and movement communicate meaning. Students develop skills in discussing and interpreting media artworks, identifying their purpose and audience. Using digital technologies, they plan, create and refine their own media artwork by combining visual and audio elements. Throughout the unit, students make purposeful creative choices, use media technologies safely and responsibly, and share their completed work with others.	Students will be assessed on their ability to identify where they experience media arts in their lives and communities and explain how media artworks communicate stories, ideas and cultural knowledge. They will respond to a media artwork by discussing its purpose, audience, and the ways visual and audio elements such as images, colours, music and sounds are used to create meaning. Students will also create a two-scene digital media artwork using images, text, movement and sound to represent different environments. They will demonstrate safe and purposeful use of media technologies, share their completed work with an audience, and explain how they created it and what they enjoyed about the process.
 HPE Health	In Health and Physical Education, students learn how to build safe, respectful and positive relationships with others. They explore ways to seek, give and deny permission respectfully, and practise communicating their choices clearly and confidently. Students develop an understanding of personal safety by recognising safe and unsafe situations, identifying trusted people and places, and learning when and how to ask for help. Through discussions, role-plays and everyday scenarios, they investigate protective behaviours and help-seeking strategies, helping them make healthy and safe choices for themselves and others.	Students will be assessed on their ability to use respectful strategies when seeking, giving or denying permission in a range of everyday situations. They will demonstrate an understanding of personal safety by identifying and applying protective behaviours and help-seeking strategies that can help keep themselves and others safe. Students will show how to respond appropriately when they feel unsafe and explain how respectful communication and safe choices contribute to positive relationships and wellbeing.
 HPE Movement	In Health and Physical Education, students develop and apply fundamental movement skills through a variety of target games and ball activities. They practise skills such as throwing, catching, aiming, striking and controlling objects while moving safely and effectively in different spaces. Students investigate how changes in speed, direction and level can improve movement performance and game success. They work collaboratively with others to develop and apply rules, use strategies that promote fair play, and practise including others in physical activities. Through active participation, students build confidence, coordination and teamwork skills while reflecting on how movement choices and game rules contribute to enjoyable and successful play.	Students will be assessed on their ability to apply fundamental movement skills in a range of target games and ball activities. They will demonstrate control when sending, receiving and manipulating objects, while using locomotor and non-locomotor skills to move effectively in different movement situations. Students will show spatial awareness by adjusting their speed, direction and level to improve success during games and activities. They will also develop and apply simple rules and strategies, such as turn-taking, sharing and cooperating with others, and explain how these rules help make games fair, safe and enjoyable for everyone.