










Year 2 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 <p>English</p>	<p>In English, students will read, view and enjoy a range of texts about Australian animals, including information texts and stories. They will learn how information texts are organised and how authors use words and pictures to share facts clearly. Students will compare stories and information texts to understand how the same topic can be presented in different ways for different purposes. They will take part in shared and independent writing to create their own informative texts, using simple and compound sentences, topic-specific vocabulary, and clear language to share what they have learned.</p>	<p>Students will be assessed on their ability to read and understand an information text about animals. They will show they can find key facts, answer questions using details from the text, and explain how pictures and words work together to give information. Students will also identify the difference between an information text and a story, and compare two texts on the same topic. They will write their own information text about an Australian animal, using facts, clear paragraphs, topic words, correct sentences and punctuation, and pictures or diagrams to help explain their ideas.</p>
 <p>Mathematics</p>	<p>In Mathematics, students will explore fractions, money and number through hands-on, real-life learning. They will learn about halves, quarters and eighths by sharing food, folding paper and talking about time, position and length. Students will use these ideas to describe equal parts of shapes, objects and events. They will also solve practical problems, such as money situations, by choosing helpful strategies and explaining their thinking. Across the unit, students will build confidence with numbers to 1000, practise adding and subtracting, and use place value to make, break apart and rename numbers.</p>	<p>Students will be assessed on their understanding of fractions, money and place value through a range of practical tasks. They will show how halves, quarters and eighths represent equal parts by matching, folding and explaining their thinking. Students will also solve a real-life money problem by modelling their ideas, writing and solving number sentences, and explaining the strategy they used. They will demonstrate place value knowledge by making, breaking apart and renaming two- and three-digit numbers, and by solving addition and subtraction problems while clearly showing and explaining their working.</p>
 <p>Science Physics</p>	<p>In Science, students will explore how sound is made and changed through fun, hands-on investigations. They will learn that sounds come from vibrations and can be seen, felt and heard. Students will investigate how different actions and materials change pitch (high and low sounds) and volume (loud and soft sounds). They will work together to test ideas safely, record what they notice using drawings and simple tables, and use correct science words. By the end of the unit, students will be able to explain how sound works in everyday life and through simple instruments they design.</p>	<p>Students will be assessed on how they work like scientists to investigate sound. They will ask questions, make predictions and safely test how sound can make objects move. Students will show they understand that sounds come from vibrations and can change when pitch or volume changes. They will record what they observe using drawings, labels and simple science words, including using digital tools when appropriate. Students will explain their results and link what they learned to everyday experiences, such as why loud noises can make objects shake.</p>
 <p>HASS History</p>	<p>In HASS, students explore the history of their local community by investigating why certain places, people and buildings are important. They learn to act as ‘history detectives,’ using sources such as photos, maps, interviews and stories to understand heritage, including sites significant to First Nations Australians. Students examine how changes in technology have shaped daily life over time. They create maps, timelines and simple presentations to organise and share information. The unit concludes with students explaining the significance of a local site and comparing past and present technologies to show how life has changed.</p>	<p>Students will be assessed on how well they identify why a local place is important, using sources to explain its heritage, social and cultural value. They will compare past and present technologies to describe how changes in daily life have affected people’s connections with places. Students will interpret information from photos, and stories to explain similarities and differences over time and discuss perspectives of older generations. They will draw conclusions about how a local place might change in the future and suggest positive actions. Students will communicate their ideas using historical vocabulary and simple cause-and-effect language.</p>
 <p>The Arts Music</p>	<p>In this unit, students develop their music-making skills through singing, playing instruments and listening activities. They experiment with their voices and classroom instruments to explore pitch, rhythm, dynamics and tone colour, and take part in music games that build skills in beat, rhythm and matching pitch. Students improvise simple melodic and rhythmic patterns and practise techniques that help them sing and play with clear sound and steady tempo. They also learn how to perform respectfully in informal settings, make decisions about how music should sound, listen to others, and share simple reflections after performances.</p>	<p>Students will be assessed on how well they play and sing the song Bounce High, Bounce Low using the notes so, mi and la. They will demonstrate listening skills by keeping a steady beat, matching the rhythm, and playing or singing the correct pitches in order. Students will also show control of tempo and dynamics—playing or singing at an appropriate speed and using soft or loud sounds to express the music. Finally, they will perform confidently for their peers and teacher, producing a clear sound and demonstrating their understanding of musical elements.</p>
 <p>The Arts Dance</p>	<p>In Dance, students explore dance as a cultural and expressive art form. They learn how people use movement to communicate ideas and stories. Students develop fundamental movement skills and experiment with the elements of dance, such as level, direction, and locomotor and non-locomotor actions to create and refine short group sequences. Through collaborative choreography, informal performances and reflection, they build confidence, creativity and cultural understanding. The unit concludes with a celebration of learning where students share their growth through movement and peer-led activities.</p>	<p>Students will be assessed on how well they describe where and why people from different cultures experience dance, including how the elements of dance are used in choreography and performance. They will use these elements, such as level, direction, and locomotor and non-locomotor movements, to create structured dance sequences that communicate ideas. Students will also perform learned dances, expressing ideas through movement, showing dynamics and demonstrating movement qualities such as slow, controlled actions or sharp, energetic movements.</p>
 <p>HPE Health</p>	<p>In Health, students learn how emotions, communication and respectful behaviours help build positive relationships with others. They learn how strong emotions can influence actions and practise simple self-regulation strategies. Students investigate what respectful behaviour looks and sounds like, acknowledge that people differ, and learn ways to include others and respond safely to hurtful behaviours. Through role-play, cooperative learning and teamwork activities, students practise solving problems, communicating kindly and showing empathy in everyday situations.</p>	<p>Students will be assessed on how well they describe how emotions influence their own feelings and the feelings of others. They will predict how someone might be feeling by paying attention to words, facial expressions and body language, and demonstrate simple ways to manage how they express emotions in different situations. Students will also show the skills needed to build respectful relationships by describing and using respectful behaviours, including positive verbal and non-verbal communication, cooperation and kindness when interacting with others.</p>
 <p>HPE Movement</p>	<p>In Movement, students will practise and refine fundamental movement skills through athletics-based activities. They will explore running at different speeds, jumping for distance and height, balancing during take-off and landing, and throwing objects with control and accuracy. Students will use equipment in different ways. They will take part in indoor and outdoor lessons, learning how movement can be enjoyable in different settings. Through working with partners and groups, students will develop teamwork, cooperation and problem-solving skills while moving safely in shared spaces.</p>	<p>Students will be assessed on how they apply fundamental movement skills in athletics activities. This includes running with control and speed, jumping with balance and safe landings, and throwing objects accurately using appropriate techniques. Students will demonstrate awareness of others and move safely in shared spaces while participating in athletics challenges and games. They will be assessed on how confidently and effectively they apply these skills across a range of athletics activities, showing improved coordination, control and effort.</p>
 <p>Technologies Digital</p>	<p>In Digital Technologies, students explore how digital systems are used to meet everyday needs. They learn skills like logging in, identifying parts of a digital system and understanding how they help us communicate, learn and solve problems. Students investigate how digital technologies are used in homes, schools and communities. They develop algorithmic thinking by following and creating step-by-step instructions, using branching and repetition, and programming BlueBots.</p>	<p>Students will be assessed on how well they access and use their school digital systems with assistance, including naming different digital tools and using their components for a range of purposes. They will show how simple digital solutions, such as checking the weather, borrowing a library book or sending messages help meet everyday needs. Students will also follow and describe basic algorithms in the correct order, including sequences of steps, simple decisions (branching) and repetition, to solve straightforward problems using digital tools.</p>