Year 2 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a range of imaginative texts, including simple decodable texts, picture books, and short chapter books. They learn how characters, settings and events are connected and how language shows actions, feelings and dialogue. Students respond to texts through shared and independent writing and take part in class discussions using appropriate interaction skills. They also practise using more formal language and specific vocabulary when delivering short oral presentations. Throughout the unit, students develop their ability to appreciate, interpret and respond to stories in different ways.	Students will be assessed on how well they share detailed ideas about texts, recount key events and express opinions about characters. They organise and link their ideas clearly, using learned vocabulary, descriptive words and voice features such as volume, tone and pace. Students interact respectfully with others by listening carefully, asking relevant questions and building on others' ideas using sentence starters like "I agree…", "I like the way you…", or "I have a different thought…". They create and share spoken texts that show understanding, appreciation and clear communication.
Mathematics 	In Mathematics, students explore 2D shapes and 3D objects by identifying, describing and sorting them based on their features. They investigate where shapes and objects appear in their environment and build models to compare similarities and differences. Students learn to give and follow simple directions using positional and directional language. They also collect, record and represent data using lists, tally marks, pictographs and digital tools, and interpret their findings to answer questions. Throughout the unit, students develop confidence working with numbers to 50 initially, recognising patterns, ordering numbers and representing tens and ones.	Students will be assessed on how well they locate and describe positions of features on a map, follow directions along pathways, and create their own movement instructions to match a drawn route. They will compare and classify shapes by describing their sides and vertices, and explain how 2D shapes form the faces of 3D objects using accurate spatial language such as "opposite," "parallel," "curved" and "straight." Students will also collect, record and interpret categorical data using tally charts and column graphs, explain which response is most popular, and discuss how different data displays show the same information.
Science Chemistry 	In Science, students explore how everyday materials can be physically changed by bending, twisting, folding, tearing, cutting and crushing without changing what they are made of. Through hands-on investigations, they test how these changes can make materials stronger or more useful and link this to real-world applications. Students also learn how First Nations Australians have long used physical changes to natural materials to create tools. They develop inquiry skills as they predict, test, observe and record results. The unit ends with a creative collage and a showcase of their scientific thinking.	Students will be assessed on how well they identify ways materials can be changed without altering what they are made of, and explain how different actions, such as folding, twisting or layering can make paper stronger. They will help plan investigation steps using simple ways to measure strength, follow safe and fair testing procedures, and record their observations. With guidance, students will compare their results with others, decide whether their investigation was fair, suggest improvements, and use what they learned to answer and develop questions for further exploration.
HASS History 	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.	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.
The Arts Music 	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.	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.
The Arts Dance 	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.	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.
HPE Health 	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.	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.
HPE Movement 	In Movement, students will practise and refine a range of fundamental movement skills through fun, active rotations. They will explore different ways of moving their bodies, including balancing, jumping, running, throwing and catching, and will use equipment in increasingly challenging ways. Students participate in outdoor and indoor activities and learn how movement can be enjoyable in different settings. They will also develop teamwork, cooperation and problem-solving skills as they work with partners and groups.	Students will be assessed on how they use a range of fundamental movement skills. This includes sending, controlling and receiving objects in different ways, such as throwing, catching, bouncing and kicking. They will also demonstrate locomotor skills like running, hopping, skipping and galloping while showing awareness of others and moving safely in shared spaces. Students will be assessed on how well they apply these skills across a variety of movement activities and games.
Technologies Digital 	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.	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.