

Woolloowin State School Year 2 Curriculum Overview

Semester 1			Semester 2			
English	<p>Reading, writing and performing poetry Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p>	<p>Imaginative Narrative Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Exporing Characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Procedural Texts Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>Exploring plot and characterisation in stories Students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>
	<p>• Number and place value - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.</p> <p>• Measurement – order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.</p> <p>• Data representation and interpretation - collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations</p> <p>• Chance - identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</p>			<p>• Number and place value- recall addition, subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.</p> <p>• Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</p> <p>• Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes</p> <p>Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems</p> <p>• Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, and cover surfaces to represent area, measure area with informal units.</p> <p>• Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</p> <p>• Location and transformation — interpret simple maps of familiar locations, describe ‘bird’s-eye view’, use appropriate language to describe locations, use simple maps to identify locations of interest</p>		
Mathematics	<p>• Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections.</p> <p>• Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</p> <p>• Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts.</p> <p>• Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</p> <p>• Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations</p>			<p>• Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.</p> <p>• Fractions and decimals — identify halves, quarter and eighths of shapes and collections.</p> <p>• Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.</p> <p>• Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</p> <p>• Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps.</p> <p>• Chance — predict the likelihood of an event based on data.</p> <p>• Data representation and interpretation — Use data to answer questions, represent data.</p>		

Science	<p>Mix, make and use Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life.</p>	<p>Toy factory Students investigate the effects of push or pull on how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions.</p>	<p>Good to grow Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages.</p>	<p>Save planet Earth Students will investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things.</p>
HASS	<p>Inquiry question: <i>How are people connected to their place and other places?</i></p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and the location of Australia recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them. 		<p>Inquiry question: <i>How have changes in technology shaped our daily life?</i></p> <ul style="list-style-type: none"> investigate continuity and change in technology used in the home, for example, in toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past. 	
ARTS	<p>Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills. Typically, students will:</p> <ul style="list-style-type: none"> Dance, dance alone and with others, being aware of the space and people around them Drama, engage in role play and act out plays based on stories from the community Music, listen to and create music and discuss how it makes them feel Media Arts, discuss media images of characters and settings in community stories Visual Arts, explore a variety of materials to create and display their art works for others to view. 			
Technologies	<p>Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.</p> <ul style="list-style-type: none"> Design Technologies – design and safely make a product, for example, create a musical instrument using recycled materials and explore how food and clothing are produced and how food can be prepared for healthy eating Digital Technologies – work safely online, represent data as pictures, symbols and diagrams and break down a problem into parts and sequence the steps in finding a solution, for example, controlling 			
HPE	<p>Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.</p> <p>Typically students will:</p> <ul style="list-style-type: none"> practise what to do and how to get help when they feel uncomfortable or unsafe, talk about similarities and differences in families talk about actions that make the classroom a healthy, safe and active place recognise and practise various emotional responses learn simple movement skills and understand how their body reacts to physical activity learn to take turns, share equipment and include others in games and activities 			