

Year 2, Term 2, 2025 Curriculum Overview



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings, including 'The Lorax' by Dr. Suess.</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>Maths <i>This will be taught, assessed and reported on</i></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.
<p>Science <i>This will be taught, assessed and reported on</i></p> <p>Students learn that everyday materials can be physically changed in a variety of ways. They will conduct investigations with different objects, including everyday materials. Predictions and comparisons will be made about how the shapes of objects made from different materials can be physically changed through actions such as bending, stretching and twisting. Students will also explore how materials change when heated or cooled.</p>	<p>HaSS <i>This will be taught in Term 2, but not assessed or reported on until Semester 2</i></p> <p>With a focus on farming, students investigate how the present is different from or similar to the past. They will pose questions about the past and use sources, such as interviews, photographs, artefacts and original video footage to gather information and communicate their understandings. They will develop empathetic understanding by analysing how daily life in the past differed from theirs.</p>
<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health & Wellbeing, will begin to see different perspectives to situations, develop empathy and build awareness of verbal and non-verbal communication. Additionally, students will develop problem solving strategies including making individual and group decisions that begin to consider potential consequences.</p> <p>For PE, students will engage in a program of golf instruction provided by a professional coach. They will also apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.</p>	<p>The Arts <i>This will be taught, but not assessed or reported on</i></p> <p>Students explore rhymes and songs as stimulus for music making and responding. Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes. • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes.
<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Student will expand their vocabulary for emotions and feelings in Auslan and practise using them in short sentences. Through Emotions Bingo, the Emotions Song, and guided sentence-building tasks, they improve their expressive communication.</p>	<p>Technologies</p> <p>In 2025, this learning area will be taught in Term 1.</p>