

Year 2, Term 1, 2025 Curriculum Overview



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in Science. Imaginative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</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"> • use physical and virtual materials to represent numbers, 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 • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.
<p>Science <i>This will be taught, but not assessed or reported on</i></p> <p>Students develop an understanding of the basic needs of living things and how these needs are met in different environments. Students also investigate the specific needs of plants in the school community garden. Through hands-on activities and outdoor exploration, students develop an appreciation for the importance of caring for living things and providing appropriate environments for them to thrive.</p>	<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health, students will identify and express the six basic emotions and begin to explore a range of three levels to each emotion, define both happiness and sadness and their importance; develop an understanding of emotion regulation through basic brain anatomy and the flight, fight, freeze response, analyse their personal strengths and weaknesses and begin simple goal setting. 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>HaSS</p> <p>In 2025, this learning area will be taught in Terms 2 and 3.</p>	<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Student will use cues to respond to questions and range of interests and issues instructions and use simple formulaic language. They will demonstrate understanding that Auslan has conventions and rules for signing.</p>
<p>Technologies <i>This will be taught, assessed and reported on</i></p> <p>Students explore algorithms. Through hands-on activities, they learn to match algorithms to tasks and follow simple algorithms to solve problems. Students develop sequencing skills by ordering steps correctly and using arrows to show logical flow. They practise describing algorithms clearly with words and pictures, ensuring each step is easy to follow.</p>	<p>The Arts <i>This will be taught, assessed and reported on</i></p> <p>In this unit, students explore the use of dots as a fundamental element of art making. Students will:</p> <ul style="list-style-type: none"> • explore how dots can be used to create patterns, textures, colours and meaning in artworks • investigate the work of a range of artists who use dots, including Aboriginal artists, and use their influences to develop their own artworks • display artworks and share ideas about visual language choices they made in their artwork