

ENGLISH YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

ENGLISH ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

		SEMESTER ONE			SEMESTER TWO	
		Unit 1 - Reading, writing and performing poetry	Unit 2 - Exploring characters	Unit 3 - Stories of families and friends	Unit 5 - Exploring informative texts	Unit 6 - Exploring plot and characterisation in stories
ENG LISH	CURRICULUM KNOWLEDGE	<p>In this unit 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>In this unit, 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.</p>	<p>In this unit students 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>In this unit, students read, view and listen to a range of texts to understand how factual information is communicated and compare the text structures, visual features, and language features of informative texts.</p>	<p>In this unit, students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience.</p>
	ASSESSMENT	<p>5 weeks</p>	<p>8 weeks</p>	<p>4 weeks</p>	<p>8 weeks</p>	<p>8 weeks</p>
		<p>Summative task - Innovation of a poem</p> <p>Students create and present an innovation of a known poem to a familiar audience.</p>	<p>Summative task - Expressing a preference for a character</p> <p>Students compare characters in two versions of the same story and express a preference for a character.</p> <p>Summative task - Reading and comprehension</p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p>	<p>Summative task - Imaginative narrative</p> <p>Students create a new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Summative task – Informative Multimodal text</p> <p>Students create a multimodal informative text with supporting images, text and audio elements using software, including word processing programs.</p> <p>Summative task - Reading comprehension</p> <p>Students respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>	<p>Summative task - Reading assessment</p> <p>Students read a text aloud focusing on decoding skills.</p> <p>Summative task – Imaginative narrative</p> <p>Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>

MATHEMATICS ACHIEVEMENT STANDARD

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

		SEMESTER ONE		SEMESTER TWO	
MATHEMATICS	CURRICULUM KNOWLEDGE	Term 1	Term 2	Term 3	Term 4
		<p>Number and place value –</p> <ul style="list-style-type: none"> 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 two-digit numbers represent multiplication and division solve simple multiplication and division problems <p>Using units of measurement –</p> <ul style="list-style-type: none"> compare and order objects, measure length, area and capacity using informal units identify purposes for calendars and explore seasons and calendars 	<p>Money and financial mathematics –</p> <ul style="list-style-type: none"> describe the features of Australian coins, count coin collections identify equivalent combinations identify \$5 and \$10 notes count small collections of coins and notes <p>Location and transformation –</p> <ul style="list-style-type: none"> 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>Location and transformation –</p> <ul style="list-style-type: none"> identify half and quarter turns represent flips and slides interpret simple maps 	<p>Number and place value –</p> <ul style="list-style-type: none"> count to and from 1 000 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>Fractions –</p> <ul style="list-style-type: none"> divide shapes and collections into halves, quarters and eighths solve simple fraction problems. <p>Shape –</p> <ul style="list-style-type: none"> draw and describe two-dimensional shapes describe the features of three-dimensional objects 	<p>Data representation and interpretation –</p> <ul style="list-style-type: none"> collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations. <p>Chance –</p> <ul style="list-style-type: none"> predict the likelihood of an event based on data. <p>Patterns and algebra –</p> <ul style="list-style-type: none"> identify the three counting sequence describe number patterns identify missing elements in counting patterns solve simple number pattern problems. <p>Time –</p> <ul style="list-style-type: none"> tell the time to quarter hour

Summative task - Counting and calculating to and from 1000

Students count to and from 1 000 and perform simple addition and subtraction problems using a range of strategies.

Summative task - Using a calendar to identify dates, months and seasons

Students use a calendar to identify dates and the months included in seasons.

Summative task - Recognising the value of money and performing simple addition and subtraction calculations

Students associate collections of Australian notes and coins with their values. Students solve simple addition and subtraction problems using a range of strategies.

Summative task - Investigating simple maps of familiar locations

Students use simple strategies to reason and solve a location inquiry question.

Summative task - Counting, multiplying and dividing

Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets. Students divide collections and shapes into halves, quarter and eighths and solve simple problems.

Summative task - Recognising two-dimensional shapes and three-dimensional objects

Students draw two-dimensional shapes and recognise the features of three-dimensional objects.

Summative task - Ordering shapes and objects using informal units

Students measure, compare and order several objects using uniform informal units.

Summative task - Identifying number patterns and telling time to the quarter hour

Students describe number patterns, identify missing elements and tell time to the quarter hour.

Summative task - Representing data and chance

Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.

SCIENCE ACHIEVEMENT STANDARD

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

		SEMESTER ONE	SEMESTER TWO
SCIENCE	CURRICULUM KNOWLEDGE	<p>Mix, make and use</p> <p>In this unit, 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.</p>	<p>Save planet Earth</p> <p>In this unit 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>
	ASSESSMENT	<p><u>Summative task - Combining materials for a purpose</u></p> <p>Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>	<p><u>Summative task - Exploring growth</u></p> <p>Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.</p>
		<p><u>Summative task - Using Earth's resources</u></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations.</p>	<p><u>Summative task - Designing a toy</u></p> <p>Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>

HUMANITIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p>Impacts of technology over time</p> <p>In this unit, students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <i>How have changes in technology shaped our daily life?</i> 	<p>Present connections to places</p> <p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <i>How are people connected to their place and other places?</i>
	ASSESSMENT	<p><u>Summative task - Impacts of technology over time</u></p> <p>Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?</p>	<p><u>Summative task - Present connections to places</u></p> <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p>Unit 1: My classroom is healthy, safe and fun</p> <p>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom.</p>	<p>Unit 2: Our culture</p> <p>Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</p>	<p>Unit 3: Stay safe</p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p>Unit 4: Message targets</p> <p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.</p>
	ASSESSMENT	<p><u>Summative task - My classroom is healthy, safe and active</u></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe actions that help keep themselves and others healthy and safe select and apply strategies to keep themselves and others healthy and safe. 	<p><u>Summative task - Our culture</u></p> <p>The assessment will gather evidence of the student's ability to: recognise how strengths and achievements contribute to identities.</p>	<p><u>Summative task - Stay safe</u></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe changes that occur as they grow older identify how emotional responses impact on others' feelings select and apply strategies to keep themselves healthy safe and bale to ask for help with a task or problems. 	<p><u>Summative task - Message targets</u></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine health messages and describe how to keep themselves and others healthy and physically active.

		SEMESTER ONE		SEMESTER TWO	
		PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	Unit 1: Movement / Gym In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.	Unit 2: They Keep Me Rolling Students demonstrate fundamental movement skills during activities using scooter boards.
ASSESSMENT	<u>Summative task -</u> The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations perform movement sequences that incorporate the elements of movement. 		<u>Summative task -</u> The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> demonstrate positive ways to interact with others demonstrate fundamental movement skills in different movement situations test alternatives to solve movement challenges. 	<u>Summative task -</u> The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> identify how the body reacts to different physical activities perform movement sequences that incorporate the elements of movement. 	<u>Summative task -</u> The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations test alternatives to solve movement challenges.

TECHNOLOGIES ACHIEVEMENT STANDARD

Design and Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework, revisiting, strengthening and extending these as needed.

By the end of Year 2 students will have had the opportunity to create designed solutions at least once in each of the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. This may occur through integrated learning.

In Foundation to Year 2 students explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as ‘How does it work?’, ‘What purpose does it meet?’, ‘Who will use it?’, ‘What do I like about it?’ or ‘How can it be improved?’ They begin to consider the impact of their decisions and of technologies on others and the environment including in relation to preferred futures. They reflect on their participation in a design process. This involves students developing new perspectives, and engaging in different forms of evaluating and critiquing products, services and environments based on personal preferences.

Using a range of technologies including a variety of graphical representation techniques to communicate, students draw, model and explain design ideas; label drawings; draw objects as two-dimensional images from different views; draw products and simple environments and verbalise design ideas.

They plan (with teacher support) simple steps and follow directions to complete their own or group design ideas or projects, and manage their own role within team projects. Students are aware of others around them and the need to work safely and collaboratively when making designed solutions.

Digital Technologies

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Foundation – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and/or recreational needs.

Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Computers: Handy helpers</p> <p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>They will:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Push and Pull!</p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a push and / or pull toy.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and developing design ideas producing a spinning toy that meets the design brief evaluating their design and production processes collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.
	ASSESSMENT	<p><u>Summative task - Computers: Handy helpers: Collection of work</u></p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p>	<p><u>Summative task – Push and Pull!: Portfolio</u></p> <p>Students create a push and / or pull toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.</p>

THE ARTS ACHIEVEMENT STANDARD

Dance

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Media Arts

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

Music

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Visual Arts

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

		SEMESTER ONE	SEMESTER TWO
THE ARTS	CURRICULUM KNOWLEDGE	Content was covered in 2022.	<p>Media Arts</p> <p><i>Creating Digital Information Texts</i></p> <p>Students will use the application Keynote or similar to create a digital information text about an animal. Students will add text, images and sound to their digital books, as well as using animations, drawing, transitions, and backgrounds to enhance their digital book.</p>
	ASSESSMENT		<p>Summative task -</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> plan and write an informative text, choose and create supporting images and publish a multimodal text using software.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOWLEDGE	<p><u>I Can Write About Me</u></p> <p>In this unit, students will use their knowledge of simple rhythms to create a rhyme, saying something about themselves.</p>	<p><u>Let's Tell a Story with Instruments</u></p> <p>In this unit, students will explore the instruments of the orchestra and study art music that uses instruments to tell stories.</p>	<p><u>Ostinato</u></p> <p>In this unit, students will demonstrate part work skills by performing repeated, body ostinato patterns while singing known songs. Students will demonstrate team work and musical listening by working successfully with a partner.</p>	<p><u>Famous Aussie Songs</u></p> <p>In this unit, students will demonstrate their knowledge of dynamic and tempo terms, (presto, largo, forte, piano), along with instrument knowledge. Students will learn various well know Australian songs and use this repertoire to explore notes on the treble clef.</p>
	ASSESSMENT	<p>Summative task -</p> <p>Word composition. Students are given a prompt and they must finish it. My name is ... I like... They write out the words and create a rhythm then perform it for the class.</p>	<p>Summative task –</p> <p>Identify instruments of the orchestra, using Peter and the Wolf orchestral music as a stimulus.</p>	<p>Summative task -</p> <p>Perform a known song and create a body ostinato with a partner to match the song.</p>	<p>Summative task -</p> <p>Listening analysis test of an Australian Folk Song, using musical language describing tempo/dynamics/instrumentation.</p>