



Yugumbir State School

Year 2 Yearly Overview Curriculum Plan

2022

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4	
CLASS TEACHER	ENGLISH – V8 AC	<p>Exploring 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>Task 1– Writing a Procedural Text Students create, rehearse and present a multimodal procedure.</p>	<p>Exploring 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>Task 1 – Reading and comprehension Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p>Task 2 – Expressing a preference for a character Students compare characters in two versions of the same story and express a preference for a character.</p>	<p>Reading and Writing 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.</p> <p>Task 1 - Innovation of a poem Students create and present an innovation of a known poem to a familiar audience.</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>Task 1 – Writing an informative text 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 and from other cultures 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>Task 1– Reading comprehension Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Task 2– Create a digital multimodal text Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>
	CLASS TEACHER	MATHS – V8 AC– C2C	<p>Unit 1 Students develop understandings of:</p> <ul style="list-style-type: none"> 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. Using units of 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. Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. 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>ASSESSMENTS: Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies. Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p>	<p>Unit 2 Students develop understandings of:</p> <ul style="list-style-type: none"> 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. 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. 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 Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. 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, cover surfaces to represent area, measure area with informal units. Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects. 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>ASSESSMENTS: Identifying number patterns and telling time to the quarter hour Exam/Test Students describe number patterns, identify missing elements and tell time to the quarter hour. Recognising the value of money and performing simple addition and subtraction calculations Exam/Test Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies Investigating simple maps of familiar locations <i>Assignment/Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p>Unit 3 Students develop understandings of:</p> <ul style="list-style-type: none"> 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. Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. 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>ASSESSMENTS: Counting, multiplying and dividing <i>Short answer questions</i> Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems. Ordering shapes and objects using informal units <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units. Using a calendar to identify dates, months and seasons <i>Short answer questions</i> Students use a calendar to identify dates and the months included in seasons.</p>	<p>Unit 4 Students develop understandings of:</p> <ul style="list-style-type: none"> 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. Fractions and decimals — identify halves, quarter and eighths of shapes and collections. 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. Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects. Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps. Chance — predict the likelihood of an event based on data. Data representation and interpretation — Use data to answer questions, represent data. <p>ASSESSMENTS: Representing data and chance <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences. Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> Students draw two-dimensional shapes, recognise the features of three-dimensional objects. Explaining transformations <i>Short answer questions</i> Students explain the effects of one-step transformations. Investigating shapes and location <i>Assignment/Project</i> Students use simple strategies to reason and solve a number and location inquiry question.</p>

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CLASS TEACHER	SCIENCE – V8 AC – C2C	<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. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p> <p>Unit 1: Combining materials for a purpose Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p>Toy Factory Students understand how a push or pull affects 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. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p> <p>Unit 2: Designing a toy Students design a toy that moves 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>	<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. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p> <p>Unit 3: Exploring growth Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>	<p>Save Planet Earth Students 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. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p>Unit 4: Using Earth's resources Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>
	HASS - V8 AC – C2C	<p>Present Connections to Present Inquiry questions: <ul style="list-style-type: none"> How are people connected to their place and other places? In this unit, students: <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, including Aboriginal and Torres Strait Islander 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>Assessment Task: To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> recognise that places can be described at different scales, and that the world can be divided into major geographical divisions identify the features that define places and represent the location of places and their features on plans and labelled maps sort, record and interpret geographical information and data to draw conclusions about how people are connected to places reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved. </p> </p>	<p>Impacts of Technologies over Time Inquiry questions: <ul style="list-style-type: none"> How have changes in technology shaped our daily life?? In this unit, students: <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. <p>Assessment Task: To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> pose questions to investigate how changing technologies used for transport affected the lives of people over time identify information from provided sources to answer questions posed sequence familiar objects in chronological order to represent continuity and change draw simple conclusions about continuities and changes to technologies used for transport and the impacts of change on the lives of people present a narrative using terms denoting time. </p> </p>		
SPECIALIST TEACHER	C2C - V8 – HPE - Health	<p>My Classroom Is Healthy, Safe and Fun 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 their classroom.</p> <p>Assignment/Project Students complete an assignment. They answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: <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>	<p>Stay Safe 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 identify 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>Collection of work Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role-play safe behaviours. The assessment will gather evidence of the student's ability to: <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 safe and are able to ask for help with tasks or problems. </p>	<p>Message Targets 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> <p>Collection of work Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>	
	C2C - V8 – HPE - Movement	<p>Skip to it! Students demonstrate skipping sequences that incorporate elements of movement. They describe how their bodies react to different physical activities.</p> <p>Practical Observation</p> <p>Students are observed performing pre-arranged skipping sequence.</p>	<p>Ball Skills Students demonstrate two handed throwing and catching using a basketball in a variety of movement situations. Practical Observation</p> <p>Students are observed performing chest and bounce passes plus two handed dribbling using a large ball.</p>	<p>Soccer Skills Students perform specialised soccer skills and adapt them to specific movement challenges.</p> <p>Practical Observation</p> <p>Students are observed performing different soccer skills in a variety of movement situations. Passing and dribbling a soccer ball through a series of gates of varying sizes.</p>	<p>Tumble Time! Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p> <p>Practical Observation Perform gymnastic skills in a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. The sequence will include: log roll, straight jump, jump quarter turn, sliding, rocking to standing position, kangaroo jump, side to side along a line,</p>

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C2C - V8 – THE ARTS	Visual Descriptors – Visual Art In this unit, students make and respond to visual descriptors in artwork viewed and made. Students will: <ul style="list-style-type: none"> • Explore Visual Descriptors in artworks consisting of art elements including: colour, line, shape, shade • Explore different techniques used to produce artworks • Discuss different artists • Experiment with visual conventions (painting, printing) and media to create their own artworks • Discuss and respond to artworks viewed and made 		Spatial Dance – Maths and Dance In this unit, students make and respond to a Mathematic Dance using different conventions that they have been introduced to within their lessons. Students will: <ul style="list-style-type: none"> • Explore and respond to different types of Dance including: First Nations Dance, different nations dance, and different styles of dance. • Use fundamental movement skills to develop technical skills when practising dance steps • Present dance sequences including: that include shape, number and measurement. • Respond to dance, considering where and why people dance starting with dances of Aboriginal peoples and Torres Strait Islanders peoples and Asian Peoples. 	
C2C - V8 – THE ARTS - Music	Beat VS Rhythm Students explore the relationship between two of music's fundamental elements. They will compose patterns of rhythm, and use percussion instruments to perform 2 part ensemble arrangements.		Different Places Students explore a range of songs, rhymes and chants based on the theme of different places. They will compose lyrics and melody that describe a place, and use the glockenspiel to play their compositions.	
C2C - V8 – TECHNOLOGIES	Digital Systems Today Students will explore and investigate digital systems used in today's society in familiar environments. They will use the design process to create an improvement on a digital system to meet future needs.		Farming Technologies Students will explore and investigate how technology has changed on farms over time. They will explore a variety of farming devices for plants and harvesting and look at the sustainability of harvesting over time. Students will create a designed solution to meet a plant / harvesting purpose. They will communicate their solution in an online format. <i>Links with Year 2 Science Term 3 & 4 & HASS Semester 2</i>	