### Mathematics YR 2

**Unit 1: Number and place value**
- Count and order numbers, represent numbers in different ways, and describe basic facts, choose efficient computation methods.
- Identify patterns in number sequences, interpret number sentences.
- Identify time on calendars using days, weeks, months, and seasons.

**Unit 2: Multiplication and division**
- Represent multiplication as repeated addition, groups and arrays.
- Recognize and describe patterns in multiplication and division situations.
- Draw and interpret data, interpret graphs.

**Unit 3: Fractions**
- Recognize and describe fractions, use informal units, interpret fractions.
- Understand and apply the inverse relationship, represent addition and subtraction as equal quantities.

**Unit 4: Measurement**
- Compare and describe two-dimensional shapes.
- Compare and describe three-dimensional shapes.
- Collect and represent data using simple graphs, tables, and picture graphs.

### Science YR 2

**Unit 1: Mix, make and use**
- Identify the effects of combining different materials and give reasons for the selection of particular materials according to their properties and purpose.
- Make simple changes to materials and combine them to create a new object.

**Unit 2: Electricity**
- Identify the properties and purpose of electricity.
- Understand how electricity is used in everyday life.

**Unit 3: Food**
- Understand the effect of materials on movement and the environment.
- Explain how materials are used in everyday life, especially when caring for living things in the environment.

**Unit 4: Saving planet Earth**
- Investigate the significance of conserving Earth's resources.
- Explain actions that can be taken to conserve Earth's resources.

### English YR 2

**Unit 1: Reading, writing and performing poetry**
- Develop an imaginative approach to poetry reconstruction. Students present their poems or rhymes to a familiar audience.

**Unit 2: Stories of families and friends**
- Students will write a biography about a character from a book and present it in a multimodal digital form.

**Unit 3: Time and area models**
- Interpret time on calendars using dates, days, hours, minutes, and seconds.

**Unit 4: Multiplication and division by grouping into sets**
- Interpret number sentences, describe patterns and make predictions.

##### YEAR 2 OVERVIEW

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings, and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonics knowledge. 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 remember key words and combinations and rhythmic sound patterns. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.
### TECHNOLGY

**Essential Learnings**

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**TECHNOLOGY AS A HUMAN ENDEAVOUR**

- **TH1**: Technology and its products impact on everyday lives in different ways. e.g. computer, software and mobile phones have simplified everyday activities; products, including fishing boats, rods and reels, help us catch fish; shopping trolleys carry groceries.
- **TH2**: Designs for products are influenced by purpose, audience and availability of resources e.g. forms of transport and transportation systems have changed over time; toys and games are designed to meet the needs of particular age groups.

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

### HISTORY  YR 2

**Essential Learnings**

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**VISUAL ART**

Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

**Linked to Maths 2D shapes**

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**DRAMA**

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

- **DR1**: Role can be established using movement, voice, performance space, cues and turn-taking e.g. pretending to be someone else within a given original story
- **DR2**: Purpose and context are used to shape roles, language, place and space to express ideas e.g. pretending to be a ringmaster within a circus scene.
- **DR3**: Dramatic action is structured by being in role and building story dramase e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and shark
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**HEALTH**  Health is multidimensional and influenced by everyday actions and environments
- H1: The dimensions of health include physical (relating to body), social (relating to relationships) and emotional (relating to feelings) e.g. working cooperatively with peers in active recreational pursuits can improve relationships and physical health and make people feel contented
- H2: Health behaviours and choices are influenced by personal factors, people and environments e.g. personal likes and dislikes, and family, influence what people eat and when; community facilities and geographic location influence the types of activities that people participate in.
- H4: A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing e.g. eating a variety of fresh foods every day, as suggested in the Australian Guide to Healthy Eating, can promote healthy teeth and bone growth, and boost energy

Part of Happy Healthy Me unit linked with SOSE

**PERSONAL DEVELOPMENT**
Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.
- PD1: Identity is shaped by personal characteristics and experiences e.g. gaining satisfaction from completing a task; have a sense of belonging from being a part of a group or team.
- PD2: Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences e.g. listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers.
- PD3: Everyday experiences and relationships give rise to different emotions in self and others e.g. having friends can foster happiness; feeling left out can cause sadness

**CULTURE AND IDENTITY**
Local communities have different groups with shared values and common interests.
- CI4: Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members e.g. families and school are groups that are based on cooperation and care for their members

**POLITICAL AND ECONOMIC SYSTEMS**
Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.
- PES4: Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues e.g. Australians travel abroad and Australia is a major tourist destination
- PES5: People and resources are involved in the production and consumption of familiar good and services e.g. farmers, processors, distributors, retailers, consumers; health services – pharmacists, doctors, dentists, nurses, patients.

**PLACE AND SPACE**
Linked to Science unit
Local natural, social and built environments are defined by specific features and can be sustained by certain activities.
- PS2: Resources and environments can be used, conserved and protected by valuing and applying sustainable practices e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.

Linked to Science Save Planet Earth
### Year 2: Content Descriptors for Spelling (Language strand)

#### Language

Expressing and developing ideas
Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words
- drawing on knowledge of high frequency sight words
- drawing on knowledge of sound-letter relationships (for example breaking words into syllables and phonemes)
- using known words in writing and spell unknown words using developing visual, graphophonetic and morphemic knowledge
Recognise common prefixes and suffixes and how they change a word’s meaning
joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division

Sound and letter knowledge
Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations
recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’

#### Suggested framework from C2C

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Initial sounds ‘th’ ‘thr’ ‘br’ ‘cl’ and ‘wh’</th>
<th>Revise final sounds ‘nd’ ‘ng’ ‘nt’ and ‘mp’</th>
<th>Diphthongs ‘ou’ and ‘ow’</th>
<th>Long /e/ - ‘e’ ‘ee’ ‘ea’ ‘y’</th>
<th>Long /a/ - ‘a’ ‘ai’ and ‘ay’</th>
</tr>
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<tbody>
<tr>
<td>Unit 2</td>
<td>Long vowel /i/</td>
<td>Diphthongs – ‘oi’ and ‘oy’; ‘oo’ ‘ou’</td>
<td>Contraction</td>
<td>Long vowel /o/</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Long vowel /i/ /o/ patterns</td>
<td>Long vowel /a/ /e/ /i/ patterns</td>
<td>Long vowel /a/ /u/ patterns</td>
<td>Triple /r/ blends /scr/ /str/ /spr/</td>
<td>Triple blends /shr/ /thr/ /squ/</td>
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<tr>
<td>Unit 4</td>
<td>Comparatives and superlatives</td>
<td>Plurals</td>
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<td>Adding –ing to regular verbs</td>
<td>Consolidation</td>
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<tr>
<td>Unit 5</td>
<td>Homophones</td>
<td>Silent letters</td>
<td>/r/ influenced vowels</td>
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<td>Past tense – d and -ed</td>
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<tr>
<td>Unit 6</td>
<td>Hard and soft /c/</td>
<td>Hard and soft /g/</td>
<td>Ambiguous vowels ‘ou’ ‘oo’ ‘ea’</td>
<td>Long vowel /i/</td>
<td>Consolidation</td>
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<tr>
<td>Unit 7</td>
<td>Making adjective – add /y/</td>
<td>Homographs</td>
<td>Number names</td>
<td>/w/ influenced vowel patterns</td>
<td>More complex contractions</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Ordinal numbers – revise 1st to 10th</td>
<td>Months of the year</td>
<td>Compound words</td>
<td>Dictionary skills/word games</td>
<td>Consolidation</td>
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