

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>YEAR 2 OVERVIEW</b>									
<b>ENGLISH YR 2</b>	7 hours/week	<p><b>Achievement standard</b> By the end of Year 2, students understand how similar <u>texts</u> share characteristics by identifying <u>text structures</u> and <u>language features</u> used to describe characters, settings and events. They <u>read texts</u> that contain varied <u>sentence</u> 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 <u>context</u>, prior knowledge, punctuation, language and <u>phonic</u> knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between <u>texts</u> by comparing content. They <u>listen</u> for particular purposes. They <u>listen</u> for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday <u>language features</u> and topic-specific vocabulary. They explain their preferences for aspects of <u>texts</u> using other <u>texts</u> as comparisons. They <u>create texts</u> that show how images support the meaning of the <u>text</u>. Students <u>create texts</u>, 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 <u>write</u> unjoined upper- and lower-case letters.</p>							
	<b>Unit Overview</b>	<p><b>Reading, writing and performing poetry</b> Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p>	<p><b>Stories of families and friends</b> Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in multimodal digital form.</p>	<p><b>Identifying stereotypes</b> Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an imaginative alternative character description to present to an audience of peers.</p>	<p><b>Responding persuasively to narratives</b> Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.</p>	<p><b>Exploring procedural texts</b> Students read, view and listen to a variety of everyday procedural texts and familiar stories that involve a procedure, e.g. traditional stories and contemporary stories. Students develop multimodal instructions for a procedure and present them to an audience of peers.</p>	<p><b>Exploring informative texts</b> Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p><b>Exploring plot and characterisation in stories</b> Students explore a variety of stories including dreaming stories, picture books, traditional tales, digital text to explore how stories use plot and characterisation to entertain and engage an audience.</p>	<p><b>Exploring narrative texts</b> Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied.</p>
<b>MATHEMATICS YR 2</b>	5 hours/week	<p><b>Achievement standard</b> 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 data from relevant questions to create lists, tables and picture graphs.</p>							
	<b>Unit Overview</b>	<p><b>Number and place value</b> — count and order numbers, represent numbers in different ways, represent and describe addition situations, recall and derive basic facts, choose efficient computation methods <b>Patterns</b> — identify a pattern rule, record addition and subtraction situations, interpret number sentences <b>Time</b> — interpret time on calendars using dates, days, months and seasons <b>Measurement</b> — measure, compare and order objects using informal units of length.</p>	<p><b>Number and place value</b> — order numbers, represent numbers in different ways, represent and describe addition situations, recall and derive basic facts, choose efficient computation methods, represent multiplication and division situations <b>Patterns</b> — identify a pattern rule, record addition and subtraction situations, interpret number sentences <b>Chance</b> — identifying and describing outcomes using the language of chance <b>Data</b> — collect, represent and interpret data.</p>	<p><b>Multiplication</b> — representing multiplication as repeated addition, groups and arrays <b>Fractions</b> — interpreting common uses of halves, quarters and eighths of shapes and collections <b>Shape</b> — describing and drawing 2D shapes with and without digital technologies and describing the features of 3D objects <b>Number and place value</b> — representing and ordering numbers to 1 000, standard partitioning and rearranging numbers in hundreds, tens and ones.</p>	<p><b>Data</b> — collecting, representing and interpreting data <b>Money</b> — counting collections of coins and notes, making coin combinations, identifying equivalent coin combinations <b>Number sense</b> — recognising standard place value partitions, identifying part-part-whole relationships <b>Addition and subtraction</b> — understanding and applying the inverse relationship, representing addition and subtraction <b>Multiplication and division</b> — representing mult<sup>n</sup> and div<sup>n</sup> situations, explaining multiplication as sharing 'equal quantities', representing multiplication as arrays.</p>	<p><b>Time</b> — naming and ordering months and seasons, constructing, reading and interpreting a calendar <b>Number sense</b> — Partitioning two and three digit numbers relating to mental computation methods, connecting addition and subtraction, solving simple problems using a variety of methods <b>Addition and subtraction</b> — Representing addition and subtraction number sentences as number stories, and vice versa <b>Multiplication and division</b> — Representing multiplication as repeated addition, describing and representing division as equal shares and solving multiplication and division problems. <b>Location</b> — Interpreting simple maps of familiar locations, drawing maps of personal significance.</p>	<p><b>Measurement</b> — comparing shapes and objects based on length, area, capacity and volume, measure and order using informal units, investigating mass with balance scales <b>Number patterns</b> — identifying and describing familiar number patterns, recognising patterns in counting sequences, describing patterns created by skip counting, identifying missing numbers or errors in number sequences <b>Fractions</b> — representing halves, fourths and eighths using linear and area models, representing halves, fourths and eighths of a collection <b>Data and Chance</b> — collecting data from everyday events and simple chance experiments, creating simple data displays, including lists, tables and picture graphs</p>	<p><b>Shape</b> — investigate slides and flips, describe and draw two-dimensional shapes <b>Location</b> — interpret simple maps, identify relative positions of key features, identify and describe half and quarter turns, describe pathways on a map <b>Number sense</b> — recognise, model, represent and order numbers to at least 1000, describe number patterns <b>Multiplication and division</b> — recognise, represent and solve multiplication and division problems <b>Time</b> — tell time to the quarter hour.</p>	<p><b>Shape</b> - describing and drawing two-dimensional shapes, describing three-dimensional objects, posing a question, collecting, recording and representing data in response the question <b>Addition and subtraction</b> — identifying addition and subtraction problems, solving simple problems using a variety of methods and recording the method used <b>Money</b> — counting and ordering small collections of Australian coins and notes <b>Number and measurement</b> — revising place value, fractions and time including partitioning two and three digit numbers, recognising and representing fractions, constructing a calendar and representing o'clock, half hour and quarter hour time.</p>
<b>SCIENCE YR 2</b>	1 hour/week	<p><b>Achievement standard</b> By the end of Year 2, students describe changes to objects, <u>materials</u> and living things. They identify that certain <u>materials</u> and resources have different uses and describe examples of where science is used in people's daily lives. Students pose questions about their experiences and predict outcomes of <u>investigations</u>. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.</p>							
	<b>Unit Overview</b>	<p><b>Mix, make and use</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students combine materials to make an object which has a purpose in everyday life.</p>	<p><b>Toy factory</b> Students explain the pushes and pulls that cause movement, based on observations of themselves and objects used for play and daily activities. Students collect informal data about movement and the effect of materials on movement and are guided to recognise patterns and make predictions. They then apply this knowledge to explain the pushes and pulls and selected materials of a toy or object they create.</p>	<p><b>Good to grow</b> In this unit students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, especially when caring for living things in the environment.</p>	<p><b>Save planet Earth</b> In this unit students investigate Earth's resources, reflecting on how Earth's resources are used and the importance of conserving resources for the future of all living things. Students propose and explain actions that can be taken to conserve Earth's resources.</p>				

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TECHNOLOGY	0.5 hrs/wk			<b>TECHNOLOGY AS A HUMAN ENDEAVOUR</b> <ul style="list-style-type: none"> <li>❖ TH3: 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.</li> <li>❖ 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?</li> </ul>		<b>TECHNOLOGY AS A HUMAN ENDEAVOUR</b> <ul style="list-style-type: none"> <li>❖ TH 1: products include artefacts, systems and environments e.g. designing and making a greeting card, designing a lending system to keep track of books in a library; making an environment for a pet to live in.</li> </ul>			
		<p>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.</p>							
HISTORY YR 2	1 hour /week	<b>Unit 1 – Exploring the impact of changing technology on people’s lives</b> Inquiry question/s: <ul style="list-style-type: none"> <li>• How have changes in technology shaped our daily life?</li> </ul> In this unit, students; <ul style="list-style-type: none"> <li>• appreciate that history involves the study of the remains of the past</li> <li>• investigate continuity and change in technology used in the home, for example, toys or household products</li> <li>• ask questions of older generations about the impact of changing technology on their lives</li> <li>• sequence key developments in the use of a particular technology in daily life over time</li> <li>• compare and contrast sources depicting use of technology in daily life now and in the past</li> <li>• describe ways technology has impacted on peoples’ lives making them different from those of previous generations.</li> </ul>		<b>Unit 2 – Exploring my local community</b> Inquiry questions: <ul style="list-style-type: none"> <li>• What aspects of the past can you see today? What do they tell us?</li> <li>• What remains of the past are important to the local community? Why?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>• appreciate that history involves the study of the remains of the past</li> <li>• examine the remains of the past in the local area through a focus on an historical site and/or a significant person</li> <li>• investigate a person and/or site of significance in the local community</li> <li>• ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal people and Torres Strait Islander peoples</li> <li>• sequence key events in the history of the historical site and/or person over time</li> <li>• discuss why a historical site and/or person has heritage value or is significant</li> <li>• present a report on a person and/or site of significance to the local community.</li> </ul>					
The Arts YR 2	1 hour /week	<b>VISUAL ART</b> 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. VA3: Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position e.g. using a variety of rectangular shapes together in a painting to represent building in a town. Linked to Maths 2D shapes		<b>DRAMA</b> 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. <ul style="list-style-type: none"> <li>❖ DR1: Role can be established using movement, voice, performance space, cues and turn-taking.g. pretending to be someone else within a given or original story</li> <li>❖ DR2: Purpose and context are used to shape roles, language, place and space to express idease.g. pretending to be a ringmaster within a circus scene.</li> <li>❖ DR3: Dramatic action is structured by being in role and building story dramase.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and shark</li> </ul>					

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HPE	2 hour/week	<b>HEALTH Health is multidimensional and influenced by everyday actions and environments</b> ❖ H1: The dimensions of health include physical (relating to body), social (relating to relationships) and emotional (relating to feelings) e.g. <i>working cooperatively with peers in active recreational pursuits can improve relationships and physical health and make people feel contented</i> ❖ H2: Health behaviours and choices are influenced by personal factors, people and environments e.g. <i>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.</i> ❖ 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. <i>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</i> Part of Happy Healthy Me unit linked with SOSE				<b>PERSONAL DEVELOPMENT</b> <b>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</b> ❖ PD1: Identity is shaped by personal characteristics and experiences e.g. <i>gaining satisfaction from completing a task; have a sense of belonging from being a part of a group or team.</i> ❖ PD2: Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences e.g. <i>listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers.</i> ❖ PD3: Everyday experiences and relationships give rise to different emotions in self and others e.g. <i>having friends can foster happiness; feeling left out can cause sadness</i>			
		<b>Happy Healthy Me!</b> <b>CULTURE AND IDENTITY</b> <b>Local communities have different groups with shared values and common interests.</b> CI4: Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members e.g. <i>families and schools are groups that are based on cooperation and care for their members</i> <b>POLITICAL AND ECONOMIC SYSTEMS</b> <b>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</b> PES5: People and resources are involved in the production and consumption of familiar good and services e.g. <i>production of food – farmers, processors, distributors, retailers, consumers; health services – pharmacists, doctors, dentists, nurses, patients.</i>				<b>POLITICAL AND ECONOMIC SYSTEMS</b> <b>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</b> PES4: Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues e.g. <i>Australians travel abroad and Australia is a major tourist destination</i>		<b>PLACE AND SPACE(linked to Science unit)</b> <b>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</b> PS2: Resources and environments can be used, conserved and protected by valuing and applying sustainable practices e.g. <i>reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.</i> Linked to Science Save Planet Earth	
SOSE	YR 2	0.5 hours/week							

**Year 2: Content Descriptors for Spelling (Language strand)**

<p><b>Language</b></p> <p>Expressing and developing ideas</p> <p>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</p> <ul style="list-style-type: none"> <li>• drawing on knowledge of high frequency sight words</li> <li>• drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes)</li> <li>• using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge</li> </ul> <p>Recognise common prefixes and suffixes and how they change a word’s meaning</p> <p>joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division</p>	<p>Sound and letter knowledge</p> <p>Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations</p> <p>recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’</p>
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**Suggested framework from C2C.**

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