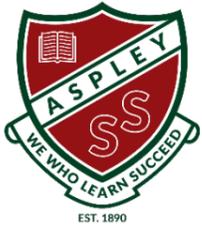


**Year 2 Aspley State School, Australian Curriculum Overview
Term 3 2022**



This curriculum overview for Term 3, 2022 is provided to parents and carers of children in Year 2. The learning occurring in the subject overviews below provides parents with an understanding of the content delivered and the assessment task that students will engage in. Overall student grades reflect how students are able to demonstrate their learning through the assessment task. For further information on the content delivered or the skills that students will be assessed against please contact your child's classroom teacher or Head of Department – Curriculum, Mrs Sally Boorer-Williams.

English

In English the term, Year 2 will begin by exploring narrative. In this unit students explore texts to analyse how stories convey a message about issues that relate to families and friends. Each student will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. The learning will then move onto informative text structures and will carry into Term 4. In this unit, 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.

Assessment: Students will write an imaginative new narrative.

Mathematics

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will build on their knowledge and understanding of number and place value by counting to and from 1 000, representing three-digit numbers, comparing and ordering three-digit numbers, partitioning three-digit numbers, reading and writing three-digit numbers, recalling addition number facts, identifying related addition and subtraction number facts, adding and subtracting with two-digit numbers, representing multiplication and division, using multiplication to solve problems and counting large collections. They will continue to build on their understanding of fractions by dividing shapes and collections into halves, quarters and eighths, using this understanding to solve simple fraction problems. Students will explore location and transformation by describing the effect of one-step transformations, including turns, flips and slides. They will use their knowledge to identify turns, flips and slides in real-world situations. Students will continue to count collections of coins and notes, make and compare money amounts and read and write money amounts. They will also explore units of measurement by comparing and ordering objects, measuring length, area and capacity using informal units. Through investigations, students will continue to develop their understanding of calendars and seasons.

Assessment: Counting, multiplying and dividing, ordering shapes and objects using informal units and using a calendar to identify dates, months and seasons.

Science

Good to grow: In this unit 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. They explore the growth and life stages of an animal and plant. Students respond to questions, make predictions, represent and communicate observations and ideas.

Assessment: Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.

HaSS

In HaSS this term, students will explore the impacts of technology over time. They will investigate the question, 'How have changes in technology shaped our daily life?' Students will have the opportunity to compare and contrast features of objects from the past and present. They will analyse how and why technologies have changed over time and describe ways technology has impacted on peoples' lives making them different from those of previous generations.

Assessment: Students will complete a summative assessment inquiring into 'How and why have changes in road transport affected the lives of people over time.'

Technologies

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 spinning toy by following a design process and evaluate their creation.

Assessment: Students design, create and evaluate a spinning toy.

The Arts

Music: This term students will consolidate their aural skills staying in tune and keeping in time using a limited pitch range when they sing (individually and with others) and play a varied repertoire of rhyme and song, including songs used by cultural groups in the community. Students will sing, read, notate, compose and perform Kodaly Solfa melodic patterns using So, Mi and La on the treble clef staff whilst focusing on the elements of music – Stem Direction/ Barlines/ Accent/ 2 & 3 Metre and Question and Answer phrases.

Assessment: Weekly pitch-matching singing assessment (ongoing); Compose/perform a short rhythmic composition according to given metre; Individually compose a so, mi, (la) melodic composition.

Visual Arts: In this unit students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks.

Assessment: Students will create a collection of work depicting different emotions.

Health and Physical Education (HPE)

Movement and Physical Activity: This term, students will be focusing and exploring all concepts relating to skipping. Students will switch between using a small and large rope and will also be required to skip with a partner.

Assessment: Students assessment will occur over a period of time during lessons, performances are observed and judgements relating to the quality of performance are made and recorded on observation records.

Health: Stay Safe: Students will explore and recognise strategies to keep themselves safe and identify the importance of safety clues, including emotions they feel in response to different situations. Students will learn the correct names of their private body parts as per the Daniel Morcombe National Curriculum to encourage safety and wellbeing.

Assessment will gather evidence of the student's ability to: describe changes that occur as they grow older, identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.

Japanese

A day out with my family: students will use language to describe routines and cultural practices relating to family outings. Students will listen to information about a Japanese family's activities and outings, comprehend written information about a family day out, analyse and understand the systems of language relating to script recognition and patterns in Japanese and participate in intercultural experiences to notice similarities and differences in values related to spending time together as a family.

Assessment: not assessed.