Aspley State School
2025 Term 3 Parent Term Overview: Year 2

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	**Speaking and Listening** Create a spoken text to express a preference for a place or setting to peers.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.	**Number and mathematical modelling** To use mathematical modelling to solve practical multiplicative problems. **Measurement and Space** To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects.
Science	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 conduct investigations including exploring the growth and life stages of an animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	
Humanities and Social Sciences (HASS)	**How are people connected to their place and other places?** **In this unit, students:** • 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 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 peoples and Torres Strait Islander peoples, 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.	
Health and Physical Education (HPE)	**Health:** 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. **Physical Education:** Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.	
Languages: Japanese	Students use language to engage with simple traditional Japanese stories.	
Technologies: Digital Technology	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.	
The Arts: Music	Students explore a range of songs, rhymes and chants as stimulus for music making and responding, developing aural skills, using elements of music, creating compositions and performing music to communicate ideas.	