



Aspley State School

2026 Term 1 Parent Term Overview: Year 2

Key Learning Areas	Overview of Learning	Assessment Items
English	Students will engage with a range of imaginative texts which use language in different ways to present characters and settings. Students will read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books and oral text.	Speaking and Listening Students share ideas and express an opinion about a familiar character and their traits
Mathematics	Students will further develop proficiency and positive dispositions towards mathematics as they: <ul style="list-style-type: none"> • use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems. • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways. • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models. 	Shape Students locate and identify positions of features on a map. To move positions by following directions and pathways on a grid. Statistical investigation Students use a range of methods to collect, record, represent and interpret categorical data in response to questions.
Science	Students will investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students will develop an understanding that science involves asking questions about, and describing changes to, familiar objects and materials.	
Humanities and Social Sciences (HASS)	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 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 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 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. Physical Education: Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).	
The Arts: Drama	Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.	
Languages: Japanese	Students will use language to describe morning routines for getting ready for school in Japan and Australia.	
The Arts: Music	Students explore a range of songs rhymes and chants based on different themes	