



Aspley State School

2026 Term 4 Parent Term Overview: Year 2

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these. Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. Students engage in shared and independent writing to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.	Reading, Viewing and Comprehending Imaginative Texts Students read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text Writing and Creating Imaginative Texts Students create a written story using a known character
Mathematics	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • continue to build fluency for understanding using addition, subtraction and multiplication facts • extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts such as increasing and decreasing additively by a constant amount and identifying missing elements in the pattern • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • develop a sense of equivalence, chance and variability when they engage in play-based and practical activities.	Number and Algebra Students partition, rename, and regroup two- and three-digit numbers; order and represent numbers to at least 1000; describe and continue additive patterns, including identifying missing elements; and recall and apply addition, subtraction, and multiplication facts for twos.
Science	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources.	
Humanities and Social Sciences (HASS)	Impacts of technology over time? Students will explore the following inquiry question: How have changes in technology shaped our daily life? Learning opportunities support students to: • investigate continuity and change in technology used in the home, e.g. in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.	
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 and 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.	
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.	
Languages:	Japanese : Our mascot's adventure (Choose your own Adventure). Students use language to present a story using the text features of traditional stories.	
The Arts: Music	Students explore a range of songs rhymes and chants based on different themes	