



Year 2 Curriculum & Assessment

AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

ENGLISH UNIT OVERVIEW

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Reading, writing and performing poetry Students read and listen to a range of poems to create an imaginative poetry reconstruction.	Unit 2: Stories of families and friends Students will explore texts to analyse how stories convey a message about issues that relate to families and friends.	Unit 3: Identifying stereotypes Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes.	Unit 4: Responding persuasively to narratives Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences.	Unit 5: Exploring procedural texts Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text.	Unit 6: Exploring informative texts Students read, view and listen to a range of stories to create an informative text about an event in a literary text.	Unit 7: Exploring plot and characterisation in stories Students explore a variety of stories to explore how stories use plot and characterisation to entertain and engage an audience.	Unit 8: Exploring narrative texts Students read, view and listen to a range of stories from other cultures.

ASSESSMENT

Playing with verse <i>Oral</i>	Assessment 1 — Listening comprehension <i>Short answer questions</i> Assessment 2 — Imaginative retell <i>Written</i>	Written and spoken presentation <i>Written/oral</i>	Reading and comprehension <i>oral</i>	Monitoring task <i>Multimodal procedures</i>	Reading comprehension <i>Short answer questions</i> Writing an informative text <i>Written</i>	Reading comprehension <i>Interview</i> Written narrative <i>Written</i>	Monitoring task <i>Reading comprehension</i> Monitoring task <i>Written retell and performance</i>
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MATHEMATICS UNIT OVERVIEW

Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<ul style="list-style-type: none"> Number sequences Place value Numbers — partitioning numbers Mental computation Time — calendars Measurement — length 	<ul style="list-style-type: none"> Number sequences — skip counting Place value — representing 2- and 3-digit numbers Computation Chance Data 	<ul style="list-style-type: none"> Multiplication — repeated addition, groups and arrays Fractions — $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ Shape Number and place value — to 1 000 Time Patterns 	<ul style="list-style-type: none"> Money Number sense Addition and subtraction Multiplication and division Measurement — area Location and transformations 	<ul style="list-style-type: none"> Number sense — Partitioning two and three digit numbers Multiplication and division Measurement — capacity & volume Fractions - $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ Location and transformations 	<ul style="list-style-type: none"> Number patterns Time Addition and subtraction Money — name notes and coins Shape 	<ul style="list-style-type: none"> Number sense — to 1 000 Multiplication and division Chance Data — lists, tables, picture graphs, and interpret data Informal units of measurements 	<ul style="list-style-type: none"> Shape — describe and draw 2D shapes, describe 3D objects Addition and subtraction Working with number and measurement Location Fractions



Year 2 Curriculum & Assessment

ASSESSMENT							
Unit 1 Monitoring task – Measurement Monitoring task - Counting	Unit 2 Short response Monitoring task - chance	Unit 3 Monitoring task – Patterns Monitoring task - Time	Unit 4 Short response – operations Written - chance	Unit 5 Short response Short response	Unit 6 Short response – number Short response – money and calendars	Unit 7 Short response – number Short response – data and chance	Unit 8 Short response – Time, slides and flips Portfolio - location and transformations

SCIENCE UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Mix, make and use Students investigate combinations of different materials.	Toy factory Students investigate and explain how pushes and pulls cause movement in objects used in their daily lives.	Good to grow Students examine how living things grow.	Students investigate Earth's resources, describing changes to and reflecting on how Earth's resources are used and the importance of conserving resources for the future of all living things.

ASSESSMENT			
Investigation and scientific report — Combining materials for a purpose: <i>Assignment/project</i> <i>Monitoring tasks</i>	Presentation: Toy design <i>Assignment/project</i> <i>Monitoring tasks</i>	How does it grow? <i>Assignment/project</i> <i>Monitoring tasks</i>	Save planet Earth <i>Oral presentation</i> <i>Monitoring tasks</i>

HUMANITIES UNIT OVERVIEW
Years 1 – 7 study History and Geography in alternate terms.

TERM 1 HISTORY	TERM 2 GEOGRAPHY	TERM 3 HISTORY	TERM 4 GEOGRAPHY
Unit 1 – Exploring the impact of changing technology on people's lives Inquiry question/s: <ul style="list-style-type: none">How have changes in technology shaped our daily life?	Unit 1 – What is the story of my place? Inquiry Question/s: <ul style="list-style-type: none">What is a place?	Unit 2 – Exploring my local community Inquiry questions: <ul style="list-style-type: none">What aspects of the past can you see today? What do they tell us?What remains of the past are important to the local community? Why?	Unit 2 – How are people and places connected? Inquiry Question/s: <ul style="list-style-type: none">How are people connected to their place and other places?What factors affect my connection to places?

ASSESSMENT			
Collection of work - Annotated timeline and description (written or digital)	Collection of work – Portfolio including a Part A and Part B	Research - Oral report	Guided research – project/assignment

TECHNOLOGY UNIT OVERVIEW



Year 2 Curriculum & Assessment

Technology involves the process of design, make and appraise.			
TERM 1	TERM 2	TERM 3	TERM 4
Design & make a lunch box	Design and make a push/pull toy	Design and make an insect	Celebration decoration
ASSESSMENT			
Linked to science	Linked to science	Linked to science	Design and create a mask of an Australian animal for use in the dance and drama performance
ART UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Warm and cool colours <i>Visual Art</i>	Perspective and line <i>Visual Art</i>	Poster – Information Report <i>Media</i> <i>Design and elements</i>	The Kookaburra Who Stole the Moon <i>Dance</i> <i>Drama</i>
ASSESSMENT			
Portfolio of work created in class	Portfolio of artwork	Design and create a poster Portfolio of work PowerPoint linked to English assessment	Dance and drama performance for 'The Kookaburra Who Stole the Moon' Short response test Focus on characterisation and understanding of dance and drama concepts