



# 2023 Year 2 Curriculum Overview

LA	TERM 1	TERM 2	TERM 3	TERM 4
<b>ENGLISH V8</b>	<b>PERSUASIVE – What makes a good picture book?</b> Students explore a variety of story books. Investigate choices made by the author/illustrator, choose a picture and write a persuasive text with their point of view.	<b>IMAGINATIVE – Plot and Characterisation</b> Student explore a variety of picture books to explore plot and characterisation. Write an imaginative event based on a familiar text with rhyming elements. When creating their new event, students attempt to follow the rhyming pattern of the story.	<b>IMAGINATIVE – Stories of Families &amp; Friends</b> Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character	<b>Informative – Why should we protect endangered animals?</b> Students read a range of information and literary texts about animals and use the information from these texts to construct their own opinions about protecting endangered species.
<b>MATHS V8</b>	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 1 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 2 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 3 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 4 Maths Plan)
<b>SCIENCE V8</b>	<b>Mix, Make and Use</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	<b>Toy Factory</b> Students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	<b>Save Planet Earth</b> Students will 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 in a presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	<b>Good to grow</b> 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. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.
<b>HASS V8</b>	<b>Present Connections to Places</b> <b>Inquiry Questions</b> What is a place? How are people connected to their place and other places? What factors affect my connection to 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		<b>Impacts of Technology over time</b> <b>Inquiry Questions</b> 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? How have changes in technology shaped our daily life? In this unit, students: 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.	
<b>TECHNOLOGY V8</b>	<b>Push and Pull</b> 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 toy. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.			
<b>The Arts</b>			<b>ARTS SUBJECT</b>	
Music	<b>Performing</b> <b>UNIT: A Pattern that Repeats</b> 1. <b>Making</b> - Perform Lucy Locket in two parts using singing voice (melody) and an untuned percussion instrument (2 beat ostinato). Perform in pairs. 2. <b>Responding</b> - Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.		<b>Composing (melody)</b> <b>UNIT: Different Places – C2C P-2 Unit 3</b> 1. <b>Making</b> - Compose a phrase of music about a place. 2. <b>Responding</b> - Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.	
<b>HPE</b>	<b>Swimming</b> <b>C2C- Tadpole Tales</b>	<b>Keep me Rolling</b>	<b>Ropes &amp; Rhymes</b> <b>A little Independence</b>	<b>What's your target – no summative assessment</b> <b>A little Independence</b>