YEAR 2 Curriculum Overview Term 4 2026



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learnt it?

ENGLISH

1. Students **engage** with a range of texts to build on knowledge of narrative text structure and language features.
2. To **explore** how ideas are presented through characters and events in narrative texts and **identify** language features to suit the purpose and audience.
3. **Students will:**
   - **Read**, **view** and **understand** a range of narrative texts to **identify** inferred and literal meaning
   - **Compare** different text types and their features
   - **Adapt** and **extend** known narratives **using** narrative structure (orientation, complication and resolution)
   - **Create** accurate descriptions of characters, settings and events **using** language features
   - **Identify** and **use** vocabulary relating to narrative genre and themes
   - **Use** simple and compound sentences.

MATHEMATICS

1. Students **develop** knowledge within the measurement (time, location) and number strands of the Australian Curriculum.
2. To **understand** how to apply maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Order** and **represent** numbers to at least 1000
   - **Use** mathematical modelling to **solve** practical multiplicative problems including money transactions, **representing** the situation and **choosing** calculation strategies
   - **Read** time on an analogue clock to the hour, half hour, and quarter hour
   - **Locate** and **identify** positions of features in two dimensional representations and move positions by following directions and pathways.

SCIENCE

1. Students **develop** an understanding of sound and how changing vibrations can make sounds louder, softer, higher or lower.
2. To **understand** how Scientists use inquiry skills to understand the world around them.
3. **Students will:**
   - **Pose** questions about sound
   - **Make predictions** about how sounds can be changed
   - **Investigate** sounds safely **using** classroom objects and instruments
   - **Record** observations in tables and diagrams
   - **Compare** sounds to **explain** how they are different
   - **Suggest** how to make our tests fairer or safer
   - **Reflect** on investigations.

HUMANITIES AND SOCIAL SCIENCES

1. Students **recognise** how places have different meaning for different people.
2. To **develop** a richer understanding of geography and history, **recognising** uses of and management of a place, **promote** cultural understanding and respect for places.
3. **Students will:**
   - **Explore** Traditional owners of the Kelvin Grove area
   - **Explain** the features of local places
   - **Explain** why local places are important to First Nations People
   - **Identify** sporting house names, animal totems and First Nations names for the animals.
   - **Describe** choices for animal totems of the school houses.

LIBRARY (Specialist Teacher)

1. Students **develop** writing fluency and reading comprehension skills through a range of texts and ‘quick write’ activities.
2. To **generate** and **organise** ideas for writing and **develop** an understanding of key ideas and events in texts.
3. **Students will:**
   - **Generate** ideas for writing using pictures, books, characters and other stimuli
   - **Use** planning templates to organise ideas for different text types
   - **Create** short written texts with increasing independence
   - **Identify** key ideas, characters and events in shared texts
   - **Use** information from texts to make connections and answer comprehension questions.

HEALTH

1. Students **investigate** health messages and practices in their community.
2. To **understand** how to make healthy and safe choices.
3. **Students will:**
   - **Identify** features of different packaging (food, medicine, self-care and cleaning products)
   - **Discuss** the meaning of different symbols and their purpose
   - **Explore** strategies to use products safely
   - **Explain** how understanding health messages can keep people safe.

LANGUAGES – ITALIAN (Specialist Teacher)

1. Students **read** the book ‘Martedì spaghetti’ (by Eric Carle) to **explore** traditional Italian foods and learn the days of the week. They **demonstrate** comprehension through actions such as pointing to an object, selecting a picture card or flashcard and **participate** in matching games.
2. To **use** Italian language to tell others what they eat each day of the week.
3. **Students will:**
   - **Name** the days of the week
   - **Name** a number of food items
   - **Create** a narrative booklet
   - **Understand** similarities and differences between food in Italy and Australia
   - **Express** likes and dislikes.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **perform** a set piece of music to engage an audience.
2. To **understand** the skills required to make music that is engaging to an audience.
3. **Students will:**
   - **Communicate** about the music they listen to and **describe** the musical qualities
   - **Communicate** about music they make
   - **Communicate** about the music they perform (Marimba, Ukulele, Djembe).

TECHNOLOGIES: Digital

1. Students **use** block coding to program a robot to navigate the shortest route to a destination.
2. To **demonstrate** their understanding of algorithms by **using** digital technologies.
3. **Students will:**
   - **Recognise** and **explore** digital systems for a purpose
   - **Identify**, **describe** and **create** steps for a robot to follow to move around a map
   - **Follow** sequence of steps and **identify** these as an algorithm
   - **Navigate** the shortest route to a destination.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **participate** in a variety of gymnastic and swimming activities.
2. To **improve** and **develop** body and spatial awareness and be safe in and near the water.
3. **Students will:**
   - **Move** to music, **create** shapes, **perform** rolls, balances and jumps using levels, symmetry and mirroring techniques
   - **Demonstrate** water awareness, stroke production and stroke correction in swimming.

SPECIAL EVENTS

- Swimming lessons – Week 3 to Week 7
- Lingo Fest – 11 November
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December