

YEAR 2 Curriculum Overview Term 2 2025











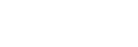
PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility



What am I learning?









Why am I learning this?

How will I know that I have learnt it?

ENGLISH



Students **create** an information report on living things.



To **explain** things in science, geography, and other subjects using writing.



Students will:

- Create an information report
- Use titles and subheadings
- Use paragraphs to group information in categories
- Understand the purpose of Non-Fiction texts
- Use language features to improve descriptions
- Critique own writing using a progressive checklist.

THE ARTS - MUSIC (Specialist Teacher)



Students **communicate** about the music they listen to and perform.



To **understand** why people make music and how it brings people together from all around the world.



Students will:

- Identify when music is used for celebratory occasions
- Develop aural skills by singing and playing the marimba and ukulele.

SPECIAL EVENTS

- Public Holiday: Easter Monday 21 April
- ANZAC Day Commemoration 23 April
- Public Holiday: ANZAC Day 25 April
- KGSC Open Day 29 April
- Junior School Disco 2 May
- Labour Day Public Holiday 5 May
- Mother's Day Stall 8 & 9 May
- World Bee Day 20 May
- National Simultaneous Story Telling Day 22 May
- Under 8s Day 9 June
- Yr 2 Sports Day 20 June
- Pyjamarama 27 June

MATHEMATICS



Students **develop** knowledge of mass, number (addition and subtraction), algebra, measurement (time) and statistics (data).



To **understand** how to apply maths skills and concepts in our everyday lives.



Students will:

- Use mathematical modelling to solve practical additive problems
- Recall and demonstrate proficiency with addition and subtraction facts within 20
- Use appropriate informal units to measure and compare objects based on their mass
- Determine the number of days between events using a calendar
- Use a range of methods to collect, record, and interpret categorical data in response to questions.

HEALTH



Students **demonstrate** skills and **describe** strategies needed to develop respectful relationships.



To **create** an environment where everyone feels safe, respected and valued in all areas of life.



Students will:

- Recognise and describe key qualities of respectful friendships and relationships.
- Demonstrate empathy to understand other viewpoints.
- Use the 'golden rules of friendships' to develop respectful relationships with peers.
- Apply skills (e.g., body language, facial expressions, turn taking, sharing, asking to join, negotiating) in role play situations.

PHYSICAL EDUCATION (Specialist Teacher)



Students **develop** body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.



To **improve** and **refine** movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.



Students will:

- Participate in a variety of games and activities
- **Create** and perform movement sequences when demonstrating correct techniques for running and jumping over hurdles while running.

SCIENCE



Students **develop** science inquiry skills used in science investigations.



To **understand** how scientists use investigations to explore new ideas, concepts or topics.



Students will:

- Pose relevant questions and create a prediction about the investigation
- Suggest steps to follow to conduct the investigation safely
- Identify ways to make an investigation safer
- Use provided tables to sort and order data
- Construct a simple column graph
- Create simple inferences from the data display.

TECHNOLOGIES – DESIGN



Students **use** the design process to **create** a butterfly feeder.



To **understand** the design process through its implementation and to **understand** the importance of butterflies for pollination.



Students will:

- Use the design process to create butterfly feeders to increase the population of butterflies in the local
- Record design ideas with labelled drawings
- Create and improve designs
- **Evaluate** ideas and solutions including care for the environment.

LIBRARY (Specialist Teacher)



Students **research** living things and their life stages; create labelled diagrams of life stages using Book Creator; **participate** in school awareness days and library events.



To **develop** our research skills, and create informative texts.



Students will:

- Respond to informative texts
- Respond to QAR questions (Question-Answer Relationship)
- Participate in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

HUMANITIES AND SOCIAL SCIENCES



Students **identify** the effects of changes in technologies on people's lives and **develop** questions about objects and people in the past and present.



To **identify** what something is, what it was used for, what it is made of, how it is the same to an object in the present and which they think it is better and why.



Students will:

- Identify technological objects of the past and present
- Compare and sequence objects from the past to the present
- Pose questions with guidance about the past and familiar and unfamiliar objects
- **Draw** simple conclusions.

LANGUAGES - ITALIAN (Specialist Teacher)



Students **learn** the number names from 0-10 through short stories and picture books. They **use** their newly learnt language skills to **communicate** and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing.



To **increase** Italian vocabulary and communication skills.

Students will:

- Greet each other and the teacher
- Count 0-10 and beyond
- Ask for someone's name and age
- Sing Italian songsLearn about Italian cities and traditions.

THE ARTS – MEDIA ARTS



Students **use** media technologies to capture and edit images, sounds and texts for a purpose.



To **understand** how media can be used to share information.



Students will:

 Use Book Creator (iPads) to create an informative video on the lifecycle of an insect.