Year 2 2025 Curriculum Overview

Learning area	SEMESTER 1		SEMESTER 2		MINIMUM TIME ALLOCATIONS PER WEEK
Achievement Standard	By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency. They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.				**7 hours**
English V9	**UNIT 1** **Sharing ideas and responding to imaginative texts**	**UNIT 2** **Understanding and creating informative texts**	**UNIT 3** **Expressing opinions**	**UNIT 4** **Engaging with narrative texts**	
	Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.	Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.	Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	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. They explore language for expressing and extending ideas. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.	

Achievement Standard	By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. They use a range of methods to collect, record, represent and interpret categorical data in response to questions.				**5 hours**
Mathematics V9	**UNIT 1** **Number, Space, Statistics**	**UNIT 2** **Number, Algebra, Measurement**	**UNIT 3** **Number, Space, Measurement**	**UNIT 4** **Number and Algebra**	
	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.	Students further develop proficiency and positive dispositions towards mathematics and its use as 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 increase 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.	

Achievement Standard	By the end of the Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.				**30 mins**
Science V8.4	**Unit 4: Save planet Earth**	**Unit 3: Good to grow**	**Unit 1: Mix, make use**	**Unit 2: Toy factory**	
	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 in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	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.	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 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.	Students 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.	

Year 2 2025 Curriculum Overview

Learning area	SEMESTER 1	SEMESTER 2	MINIMUM TIME ALLOCATIONS PER WEEK
Achievement Standard	By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.		**45 mins**
HASS V8.4	**Unit 1: Present connections to places** **Inquiry question:** • How are people connected to their place and other 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.	**Unit 2: Impacts of technology over time** **Inquiry question:** • 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.	

Achievement Standard	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.				**2 hours**
HPE Health V8.4 *Specialist Teacher* ***RESPECT PROGRAM EMBEDDED***	**Unit 1: My classroom is healthy, safe and fun** Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.	**Unit 3: Stay safe** **RRE** 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. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.	**Unit 2: Our culture** **RRE** Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.	**Unit 4: Message targets** Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.	NCT Health Specialist 1.5 hours/week
HPE Movement V8.4 *Specialist Teacher*	**Unit 1: Ropes and rhymes** Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.	**Unit 2: iMove, iJump, iLand** Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	**Unit 3: They keep me rolling** Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.	**Unit 4: What's your target?** Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).	NCT PE Specialist 30 mins/week

Achievement Standard	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.		By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	**1 hour**
THE ARTS V8.4	**DANCE Unit 1: Dancing characters** In this unit, students make and respond to dance by exploring animals learned about as stimulus. Students will: • explore, improvise and organise ideas to make dance sequences using the elements of dance • use fundamental movement skills to develop technical and expressive skills when practising dance sequences • present dance that communicate ideas to an audience, including dance used by cultural groups in the community • respond to dance about stories and characters and consider where and why people dance, starting with dances from Australia including dances of Aboriginal peoples and Torres Strait Islander peoples.		**VISUAL ARTS Unit 1: New stories** In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks. Students will: • explore the visual language of storytelling in artworks by a range of artists, including Aboriginal peoples and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues • display artworks and share ideas about narrative elements and visual language choices they made in their artworks • describe and interpret narrative elements in artworks.	
Achievement Standard	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.			
THE ARTS Music V8.4 *Specialist Teacher*	**Unit 2: Save the world** In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed. Students will: • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community • create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth's resources to an audience • respond to music and consider where and why people make music, including music of Aboriginal peoples and Torres Strait Islander peoples.		**Unit 5: Musical stories** In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories. Students will: • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories • sing and play instruments to improvise, and practise a repertoire of chants, songs and rhymes, including songs that tell a story used by cultural groups • create compositions and perform music to communicate story ideas to an audience • respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.	NCT Music Specialist 30 mins/week

Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.	**30 mins**
Technologies V8.4	**DIGITAL TECHNOLOGIES Unit 1: Computers – Handy helpers (Part C)** In this unit, students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.	**DESIGN AND TECHNOLOGY Unit 1: Spin it! – Engineering principles and systems** In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a push and pull toy. Students 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.	

OONOONBA STATE SCHOOL – Year 2	Timeline 2025			
	T1	**T2**	**T3**	**T4**
SSP: PLD – phonics sequence (reading & spelling) Screeners and trackers	✓	✓	✓	✓
RESPECTFUL RELATIONSHIPS EDUCATION	✓	✓	✓	✓
LIFE EDUCATION	✓	✓		
WRITING (samples – monitoring)				✓
STANDARDISED TESTING SOUTH AUSTRALIA SPELLING				✓
WATER SAFETY & SWIMMING EXPECTATIONS			✓	
EXCURSIONS/INCURSIONS	**SCIENCE – Guest speaker:** Townsville City Council – Water Wise Week 4	**SCIENCE Incursion:** Term 2 Week 5 **HASS Excursion:** Term 2 Week 6		