



OONONBA STATE SCHOOL  
CURRICULUM OVERVIEW  
Year 2  
Term 2 2023

## Science

### Toy factory

In this unit students will:

- understand how a push or pull affects how an object moves or changes shape
- 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
- pose questions and make predictions about changes that can affect how an object moves
- investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions
- use informal measurements to make and compare observations about movement and sort information about the way toys move
- apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.

## Design and Technology (Semester 1)

### 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 spinning toy.

## Maths

In this unit, students have opportunities to develop understandings of:

- **Number and place value** — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems
- **Fractions and decimals** — represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths
- **Money and financial mathematics** — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes
- **Patterns and algebra** — identify the three counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems
- **Using units of measurement** — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units
- **Shape** — recognise and name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes and describe the features of familiar three-dimensional objects
- **Location and transformation** — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

## The Arts (Semester 1)

### Visual Arts – New stories

In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

### Music – Musical stories *Specialist Teacher*

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.

## English

### Exploring Characters

In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

### Reading

- Decoding (word reading)
  - explicit teaching of phonics - knowledge of letters and sounds
  - skills of sounding and blending
  - developing fluency
- Recognising high frequency sight words
- Listening comprehension (understanding text if heard)
- Reading comprehension (understanding text if read)

### Spelling

- Year 2 Phonemic-based spelling (PLD)

### Writing

- Letter formation development  
(*Handwriting Conventions: Unjoined Queensland modern cursive*)

## The Resilience Project

Gratitude  
Empathy  
Mindfulness &  
Emotional Literacy



## Humanities and Social Sciences (Semester 1)

### Present connections to places

In this unit, students will:

- 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

## Health and Physical Education

### Physical Education – iMove, iJump, iLand *Specialist Teacher*

In this unit, students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.

### Health – Stay safe *Specialist Teacher*

In this unit, 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.