

Bundamba State School
Year 2 Term 2 Learning Map 2026

Dear Parents/ Caregivers,


Welcome to an exciting Term 2, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:



- Monday 20th April – Term 2 Begins!
- Friday 24th April - Whole School Assembly Anzac Service
- Friday 1st May - Whole School Assembly 9:00am
- Monday 4th May- Public Holiday Labour Day
- Friday 8th May - Whole School Assembly 9:00am
- Friday 8th May- Mother's Day Stall
- Monday 11th May – Premiers reading Challenge commences
- Friday 15th May – Public holiday Ipswich Show Holiday
- Thursday 21st May – Under 8's/ Teddy Bears Picnic
- Friday 22nd May - Whole School Assembly 9:00am
- Thursday 28th May – Hoedown Dance School Community Event
- Friday 5th June- Whole School Assembly 9:00am
- Thursday 11th June – Junior Athletics carnival
- Friday 12th – Whole School Assembly
- Friday 19th June – Whole School Assembly

We look forward to working together to achieve the best outcomes for your child.

Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS and SCIENCE.

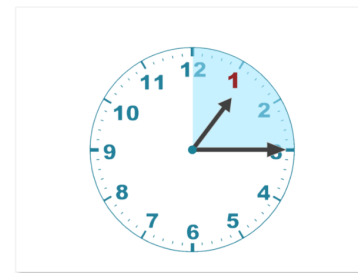
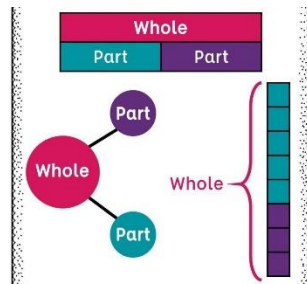
Year 2 Subject/ Learning Area	Assessments
<p>English:</p> <p>Unit Title: Understanding and Creating Informative Texts</p> <p>Students engage with a range of information texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>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.</p> <p>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. They will be engaging with a range of informative texts and narrative texts related to planets and space.</p> <p>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. They will apply their learning to write an informative texts about celestial objects.</p> <div style="text-align: center;">  </div> <p>At Bundamba State School, Prep – Year 2 students will engage in an explicit literacy program called Initialit.</p> <p>What is Initialit–2? Initialit–2 is a literacy program for all children in their third year of school (Year 2). It has been developed by MultiLit, a research-based initiative of Macquarie University.</p> <p>What does Initialit–2 do? Initialit–2 teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children's vocabulary, oral language and writing. Initialit–2 will be used daily during the time set aside for literacy. Initialit–2 meets the requirements of the Australian National Curriculum.</p>	<p>Assessment task 2.1</p> <p>Purpose: To read, view and comprehend a simple informative text and explore how a similar topic is presented in an imaginative text.</p> <p>Assessment task 2.2</p> <p>Purpose: To create a written and multimodal informative text.</p>

Mathematics:

Unit Title: Number, Algebra, Measurement

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- recognise that mathematics can be used to investigate problems and 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, 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.



Assessment task 2.1 — Number and mathematical modelling

Purpose: To partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.

Assessment task 2.2 — Measurement

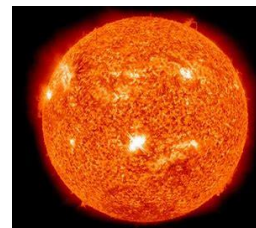
Purpose: To read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.

Science:

Unit Title: Earth and Space

Celestial objects and patterns.

Students begin to recognise Earth as a planet within a larger celestial system. They will view images of Earth in space, and identify celestial objects, including the sun, moon and stars. They will continue to build their understanding of patterns as they observe the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students will make predictions and investigate the changing position of the moon and changing shadow lengths across the day.



Summative: [Assessment Task](#)

Students will correctly identify celestial objects in the sky and describe the patterns they make using scientific vocabulary to describe their findings and ideas.

HASS:

Unit Title: Present Connection to Places

In this unit students will describe a person, site and/or event of significance in the local community and explain why places are important to people. They will identify how and why the lives of people have changed over time while others have remained the same. They will recognise that the world is divided into geographic divisions and that places can be described at different scales. Additionally, students will describe how people in different places are connected to each other and identify factors that influence these connections. They will recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students will pose questions about the past and familiar and unfamiliar objects and places. They will locate information from observations and from sources provided. Students will compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They will sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. Students will reflect on their learning to suggest ways to care for places and sites of significance. They will develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.



Summative: [Assessment Task](#)

Assessment task 1.1 —

Present connections to places

Technique: Supervised assessment

Purpose: To explore the location and significant features of places and consider how people are connected to these and why they should be preserved.

Part A: Labelling a map

Part B: Describing places

Part C: Planning a town

The Arts

Unit Title: Recycle, Repurpose, Reinvent

As part of an ongoing semester unit, students will continue to explore sustainability through visual art, building on their skills and understanding from last term. They will continue to learn why recycling and reusing materials is important and how artists use these materials to raise awareness about environmental issues.

Students will continue to work with a range of recycled materials to create art while building on their ideas, imagination, and problem-solving skills. Throughout the unit, they will continue to explore how materials can be repurposed and how art can share messages about caring for our planet.



Summative: [Assessment Task](#)

A Collection of Work

Students will: Continue to create collages and other pieces using recycled materials. They will communicate ideas about sustainability and show what can happen when plastic waste ends up in our oceans, or when trees are cut down to produce paper. Students will explore different materials and techniques, describe what they make and observe, and explain the message behind their work.

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**Health, and
Physical
Education:**

Health Unit Title: Describing Identities and Emotional Responses (continued)

Students will finalise their assessment from Term 1. They are to explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of how personal qualities and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes.

Movement Unit Title: Teamwork makes the Dream-work

Students will perform the fundamental movement skills of running, hopping and jumping, while developing hand-eye coordination through a variety of activities. They will participate in relay races and obstacle courses, testing alternatives to solve movement challenges and identifying how the heart reacts to various physical activities. Students will also prepare for Under 8s Day (where Auskick will join us) in Week 5 and the Junior Sports Carnival in Week 8.



Summative: Assessment Tasks

Health: Students describe how emotional responses affect feelings and explain how personal qualities contribute to identities. Students demonstrate skills and describe strategies required to develop respectful relationships.

Movement: Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games.

Summative: Students demonstrate skills and describe strategies required to develop respectful relationships. They apply practices to keep themselves safe, including following rules in simple activities and games.