

Bundamba State School
Year 2 Term 3 Learning Map 2026

Dear Parents/ Caregivers,

Welcome to an exciting Term 3, 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 13th July – Term 3 Begins!
- Friday 17th July - Whole School Assembly
- Monday 27th July- Naidoc Year Level Activities
- Thursday 30th July- Book Fair
- Friday 31st July- Whole School Assembly 9:00am
- Friday 7th August - Whole School Assembly 9:00am
- Monday 10th August- Bullying No Way Week
- Friday 14th August – Whole School Assembly 9:00am
- Friday 21st August - Whole School Assembly 9:00am
- Friday 28th August- Book week Parade 9:00am
- Thursday 1st September – Parent/Teacher Conversations
- Friday 4th September – Student Free Day
- Friday 11th September – Whole School Assembly 9am
- Friday 18th September- Last day of term



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.

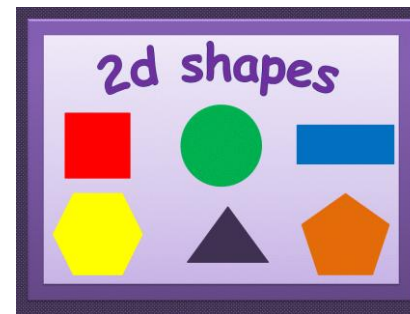
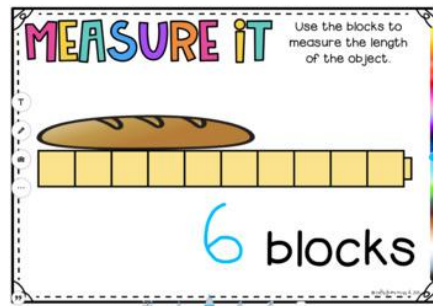
Year 2 Subject/ Learning Area	Assessments
English: Unit Title: Expressing Opinions Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend 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 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.  MultiLit At Bundamba State School, Prep – Year 2 students will engage in an explicit literacy program called Initialit. 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. 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.	Assessment task 3.1 Purpose: To create a spoken text to express a preference for a place or setting to peers.

Mathematics:

Unit Title: Number, Space, Measurement
Unit description

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



Assessment task 3.1 Number and mathematical modelling

Purpose: To use mathematical modelling to solve practical multiplicative problems.

Assessment task 3.2 Measurement and Space

Purpose: To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects.

Science:

Unit Title: Celestial objects and patterns.

Students continue investigating Earth as a planet within a larger celestial system. They will identify celestial objects, including the sun, moon and stars while continuing to build on their understanding of patterns as they observe the changing positions/phases of the moon. Students will make predictions and investigate the changing position of the moon and changing shadow lengths across the day.

Unit Title: Exploring Sound.

Later in the term students will begin investigating the connection between sound energy and vibration to produce a variety of sounds using different objects and actions. They will design and create a musical instrument and investigate how different instruments produce different sounds. Students will build on their scientific knowledge to be able to describe sound energy, loudness and pitch.



Summative: Assessment Task

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

Students will investigate how sound can be produced in different ways and how sound energy makes objects vibrate.

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HASS:	Unit Title: In this unit students will: - investigate continuity and change in technology used in the home, for example, 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. 	Summative: <u>Assessment Task</u> Part A: Posing questions Students will pose questions about the past. Part B: Locating information Students will locate information from sources provided. Part C: Drawing conclusions Students will sequence technologies for transport in order and interpret information to draw simple conclusions. Part D: Creating a text Students will develop a narrative about the past using language to describe the passing of time.
The Arts	Unit Title: <i>Centre Stage for Planet Earth</i> Students will combine elements of drama and media arts to create and film a mock television program about recycling and caring for our planet. They will play the role of hungry <i>Recycle Bots</i> who eat recycled trash to survive and keep the planet clean. By incorporating elements of movement, dance, and music through role play, students will use these skills to convince and inspire the audience to care for our environment by recycling everyday waste. 	Summative: <u>Assessment Task</u> <i>A Collection of Work</i> Students will: Devise, perform and record a short drama role play in the role of a character.
Health, and Physical Education:	Health Unit Title: Healthy Choices Students will investigate how health information can help them make healthy choices in their everyday lives. They will explore the difference between healthy food options and learn how to use this knowledge when making decisions about what to eat. Students will identify foods that belong in a healthy lunchbox and explain why they have chosen these items. Through class discussions and practical activities, they will build their understanding of healthy eating and practise sharing their ideas respectfully with others.	Summative: <u>Assessment Task</u> Health: Students will select items for a healthy lunchbox and explain the reasons for their choices using their knowledge of healthy eating. They will demonstrate their understanding of how health information can help them make healthy food choices in everyday life.

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Movement Unit Title: Teamwork makes the Dream-work

Students will perform the fundamental movement skills of running and leaping, skipping, throwing and dribbling various sport balls through a variety of activities. Students will also learn to explain how they move effectively with objects and in space, reflecting on questions such as “how did I beat the defender”. Separate to this unit, Lions FC Soccer will deliver an 8-week coaching program on Thursday afternoons from 3:00–4:00pm on the Junior Oval, beginning in Week 2, providing students with opportunities to practise their movement skills and teamwork in a fun and supportive environment.



Movement: Students will apply fundamental movement skills in a range of movement situations and explain how they move effectively with objects and in space. They will demonstrate their skills through games and movement challenges while following rules and using safe practices during physical activity.