

Learning Area Term Overview

Year 2 Term 4 2020

Assessment

English

Exploring informative texts

In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image. Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.

Writing an informative text *Informative response*

Students create an informative text with a supporting image.

Reading comprehension *Short answer questions*

Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning

Mathematics

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

- Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.
- Fractions and decimals - identify halves, quarter and eighths of shapes and collections.
- Patterns and algebra - describe number patterns, investigate addition pattern sequences.
- Using units of measurement - directly compare mass of objects; use informal units to measure mass, length, area and capacity of objects and shapes; compare and order objects and shapes based on a single attribute; tell time to the quarter-hour.
- Shape - draw and describe two-dimensional shapes, describe the features of three-dimensional objects.
- Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps.
- Chance - predict the likelihood of an event based on data.
- Data representation and interpretation - Use data to answer questions, represent data.

Explaining transformations *Short answer questions*

Students explain the effects of one-step transformations.

Recognising two-dimensional shapes and three-dimensional objects

Assignment/project

Students draw two-dimensional shapes and recognise the features of three-dimensional objects.

Representing data and chance *Short answer questions*

Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.

Science

Good to grow

In this unit 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.

Exploring growth *Supervised assessment*

Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.

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| HASS - Geography | <p>What is the story of my place?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions and the location of Australia • understand that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • develop questions about places • use a globe or maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale or region-of-the-world scale • use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South Poles • collect and record geographical data and information, such as observations and photographs to identify examples of how places are defined by different groups • represent connections between places by constructing a map and using symbols • describe the location and direction of a place. | <p>Collection of work</p> <p>Students will identify, describe, interpret and represent geographical information about places.</p> |
| | <p>Health</p> <p>Message targets</p> <p>In this unit, 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.</p> | <p>Message targets <i>Collection of work</i></p> <p>Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. Students examine health messages and describe how to keep themselves and others healthy and physically active</p> |
| | <p>Movement</p> <p>Gym: iMove, iJump, iLand</p> <p>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.</p> | <p>Gym: iMove, iJump, iLand <i>Practical</i></p> <p>Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p> |
| <p>Design and Technologies</p> <p>Spin it!</p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.</p> | <p>Spin it! <i>Portfolio</i></p> <p>Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.</p> | |