



# Term 3 Overview – Year 2

This overview outlines the key curriculum covered in each learning area.

| 2023  | English  | Maths   | Science   | HASS  | HPE   | The Arts  | Technology   |
|---|--|---|---|---|---|---|--|
| <p><b>What we are learning...</b></p>               | <p><b><u>Informative Texts</u></b><br/>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.</p> <p>Students create an informative text with a supporting image.</p>  | <p>Students will order shapes and objects using informal units.</p> <p>Count, multiply and divide numbers</p> <p>Using calendars to identify dates and months</p>   | <p><b><u>Good to Grow</u></b><br/>Students examine how living things, including plants and animals, change as they grow.</p> <p>They ask questions about, investigate and compare the changes that occur to different living things during their life stages.</p> | <p><b><u>Impacts of Technology over time</u></b><br/>Students will explore the inquiry question:<br/><i>How have changes in technology shaped our daily life?</i></p> | <p><b>Health- ‘Care for Self’</b><br/>Students will learn about actions to keep them safe in situations involving water, fire, medicines and poisons.</p> <p><b>Movement (P.E)</b><br/>Students demonstrate fundamental movement skills while using scooter boards. They will learn to manoeuvre a scooter board along different pathways and through a range of obstacles.</p> | <p><b>Visual Arts</b><br/><b>What are you Thinking?</b><br/>Students will create an artwork that shows an emotion. Display artwork and share ideas about emotion with an audience.</p> <p><b>Music- ‘Save the World’</b><br/>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.</p> <p><b>Dance- ‘Cultural Dance’</b><br/>In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> | <p><b>Digital Technology- Handy Helpers- Part A</b><br/>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and a variety of tasks. They will learn about algorithms and program Bee-Bots to follow steps</p> |
| <p><b>How we will show our understanding...</b></p> | <p>Students will create an informative text on a native animal.</p> <p>They will draw and label their animal using noun groups and verbs.</p> <p>Students will identify the animals, appearance, diet, habitat and predators.</p> <p>They will identify topic specific vocabulary and rewrite information into compound sentences using FANBOYS.</p> | <p>Short answer questions to measure, compare and order objects using informal units.</p> <p>Represent multiplication by grouping into sets.</p> <p>Divide collections and shapes by <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{8}</math>.</p> <p>Locate dates, days and months of a calendar.</p> | <p>Students describe and represent the changes to a living thing in its life stages.</p> <p>Students compare the life stages of two different living things</p>   | <p>Students will conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?</p>                    | <p><b>Health-</b> Make a plan to keep themselves safe in a variety of situations.</p> <p><b>Movement-</b> Students will perform skills learnt in closed-skill environments and during movement challenges and games. They will demonstrate how they work collaboratively with partners to solve team-based scooter board challenges.</p>  | <p><b>Media Arts-</b> A collection of work. Discuss their own and other people’s photographic portraits. Plan, design and create a self-portrait that represents the future. Use props and technology to create and manipulate photographs that represent the future. Select appropriate sound clips to accompany images. Display photographs.</p> <p><b>Music-</b> Make a respond to music.</p> <p><b>Dance-</b> Perform a dance sequence. Respond to dances.</p>  | <p>Students will identify the purposes of common digital systems and design an algorithm to solve a problem</p>  |