



**MANSFIELD STATE SCHOOL
CURRICULUM OVERVIEW
YEAR 2
Term 2 2022**



English – Imaginative

Exploring Plot and Characterisation in Stories (Weeks 1 - 6)

In this unit students will:

- create texts, drawing on their own experiences, their imagination and information they have learnt
- support the event with appropriate images that match the text
- use everyday language features and topic-specific vocabulary
- spell words with regular spelling patterns and less common long vowel patterns.
- read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.

Assessment: Students will write an imaginative new narrative.

Reading, Writing and Performing Poetry (Weeks 7 – 10)

In this unit students will:

- Read, listen and share a range of poems
- present their poem or rhyme to a familiar audience and explain their preference for aspects of poems

Assessment: Students will write a poetry innovation and will present their poem to a familiar audience, explaining their preference for aspects of the poem. (Reported on in Semester 2)

Physical Sciences - 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, and 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.

Assessment: Students will design an object that moves with a push or pull.

**The Arts (P-2 Banded Curriculum)
Music Specialist Teacher
(Semester Unit)**

In this unit, students will be shown the instruments in the strings' family in preparation for the instrumental program at the end of the year.

Assessment: Students will compose and perform a body percussion accompaniment to a known story song.

The Arts – Media Arts continued
In this unit, students will explore the existence and impact of sound as a representation of settings and characters in the community.

Assessment: A Collection of Works – What can you hear?

Mathematics

In this unit, students will:

- **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 threes 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.

Assessments: Students will identify number patterns, perform simple addition and subtraction problems, tell the time and investigate simple maps of familiar location.

Health and Physical Education (P-2 Banded Curriculum)

Specialist Teacher (Semester Units)

Movement and Physical Activity – Ropes and Rhymes

In this unit, students will create and perform long-rope skipping sequences to rhymes and identify how their heart reacts to skipping.

Assessment: Students will perform long-rope skipping sequences to rhymes and identify their body's reaction to exercise.

Personal, Social and Community Health – Our Culture

In this unit, students will explore what shapes their own and their family's identity; examine strengths and achievements in individuals and groups and explore ways to include others. (Assessed in Term 1)

Digital Technologies Specialist Teacher Computers: Handy Helpers

In this unit, students will:

- learn and apply digital technologies knowledge and skills through guided play and tasks integrated with other learning areas.
- explore digital and information systems, collect and explore data, and solve simple problems in non-digital and digital contexts.

Assessment: Collection of Works

Students will recognise digital systems and their purpose, collect, sort and organise data and explore and work with algorithms to write a sequence of instructions.

**Humanities and Social Sciences
Present Connections to
Places (Semester Unit)**

In this unit, students will explore the inquiry question:

How are people connected to their place and other places?

Learning opportunities support students to:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location 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 people are connected to their place and other places in Australia, Asia and other places across the world, and these connections are influenced by purpose, distance and accessibility
- represent connections between places by constructing maps and using symbols
- examine geographical information 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.

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