



Mansfield State School Curriculum Overview

Year 2/3 Term 2 2026



Year 2 Mathematics

In this unit, students will:

Number

- recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
- 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
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- 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

Measurement

- use uniform units to measure, compare and discuss the duration of events
- read time on an analog clock to the hour, half hour and quarter hour

Assessment:

Number - To partition, rearrange and rename numbers to 999 to assist with calculations

Number - To use mathematical modelling to solve practical additive problems involving money (Monitored)

Measurement - 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.

Number - To recall and demonstrate proficiency with addition and subtraction facts within 20 (Monitored).

Year 3 Mathematics

In this unit, students will:

Number

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- develop, extend and apply their addition facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 5, and 10 multiplication facts through games and meaningful practice

Measurement

- use units of time to measure and compare events and duration
- Recognise the relationship between dollars and cents and learn to represent money values in different ways

Assessments:

Number - To partition, rearrange and regroup numbers to help with solving addition and subtraction problems involving two- and three-digit numbers.

Measurement - To estimate, compare and measure the duration of events using formal units of time.

Measurement (monitored) - To represent money values in different ways.

Biological Sciences – Living & Growing Things

In this unit, students will:

- explore how living things grow and change across their life stages
- identify and group living and non-living things based on observable features
- compare the life stages of different plants and animals
- ask questions, make predictions and investigate the world around them
- observe and record changes in living things (e.g. plants or animals)
- sort and organise information to show their understanding
- use simple scientific language to describe their observations
- learn how First Nations Australians use knowledge of life stages in everyday life

Assessment:

Students will investigate living things by describing and representing how a living thing changes across its life stages, comparing the life stages of different living things and grouping living and non-living things based on their features.

English

Exploring informative texts

In this unit, students will:

- listen to, view, read and comprehend a range of texts
- identify and describe text structure and features (e.g. headings, images)
- compare the text structures and language features of imaginative and informative texts
- identify literal (stated) and inferred (implied) meaning in informative texts
- explore how informative texts are organised using headings, images and paragraphs
- use topic-specific vocabulary to share information
- turn facts into complete sentences
- create simple paragraphs to present information clearly
- choose images that match information texts and extend meaning for the audience.

Assessment:

Students will read, view and comprehend informative texts and create their own informative text with a supporting image.

Health and Physical Education *Specialist Teacher*

Take your marks, get set, PLAY!

In this unit, students will continue to develop fundamental movement skills. They will practise and refine these skills during individual, group and whole class activities. During the teaching and learning we will explore the benefits of physical activity to their own and others' health and wellbeing.

Assessment:

Students will refine their movement skills of running, jumping and throwing and apply these skills during games and to solve challenges. Students will describe the benefits of being physically active.

Year 2 Humanities and Social Sciences

Present Connections to Places

In this unit, students will explore the following 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 that 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.

Year 3 Humanities and Social Sciences

Exploring places near and far

In this unit students will explore the following inquiry question: *How and why are places similar and different?*

In this semester unit, students will explore:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- explain the role of rules in their community and share their views on an issue related to rule-making
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Assessment: Students will represent places using different forms of data and will collect and compare information using observations.

The Arts - Visual and Media Arts *Classroom Teacher*

In this unit, students will explore the communication and meaning through objects, surface and sound manipulation. They will make, display and discuss a portfolio of their own and others' artworks.

Assessment: Students will collaborate to plan, create and present artworks inspired by the visual and sound-based media artworks they experience in their community. They will use visual conventions, media technologies, and a range of art-making techniques and processes to communicate ideas about places, settings and characters.

The Arts - Music *Specialist Teacher* Characters and Actions

In this unit, students will compose, perform and respond to music that represents characters and actions.

Assessment: Students will compose and perform their own lyrics that depicts a character or their action. They will respond by explaining how the elements of music were used to represent a character or action.

The Arts – Dance *Specialist Teacher* Carnival of the Animals

In this unit, students will respond to, choreograph and perform dance by representing ideas and stories about animals in their natural environment.

Assessment: Students will collaborate to make and perform dances and structure movements into dance sequences, using the elements of dance to represent a story. Students will discuss the elements used in the dances they make, perform and view.