



Mansfield State School Curriculum Overview

Year 2 Term 2 2026



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
- partition collections, shapes and objects into equal parts including halves, quarters and eighths.

Assessment:

Number – Students will partition, rename, and calculate 2-digit and 3-digit numbers.

Number – Students will use mathematical modelling to solve a problem (Monitored).

Number – Students will identify and represent halves, quarters and eighths.

Number – Students will recall and demonstrate addition and subtraction facts within 20 (Monitored).

English

Exploring informative texts

In this unit, students will:

- listen to, view and read a range of texts to comprehend
- compare the text structures and language features of imaginative and informative texts
- create an informative text with a supporting image.

Assessment:

Students will create an informative text with a supporting image.

Reading and Comprehension

Students will read a text aloud and respond orally to comprehension questions.

Biological Sciences - Good to grow

In this unit, students will:

- examine how living things, including plants and animals, change as they grow
- ask questions about, investigate and compare the changes that occur to different living things during their life stages
- 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
- conduct investigations, including exploring the growth and life stages of a class animal and plant
- respond to questions and make predictions
- use informal measurements
- sort information
- compare observations
- represent and communicate observations and ideas.

Assessment:

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

Humanities and Social Sciences

Present Connections to Places (Semester Unit)

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 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.

The Arts – Music *Specialist Teacher*

Save the World (P-2 Banded Curriculum) (Semester Unit)

In this unit, students will compose, perform and respond to music using the stimulus of saving the environment.

Assessment: Students will perform and respond to music about the environment and also compose their own song.

The Arts – Media Arts *Classroom Teacher*

What can you hear?

In this unit, students will explore the existence and impact of sound as a representation of settings and characters in the community and will explore soundscapes through capturing audio from their community. They will use media technologies to communicate ideas about where and why sounds can be heard.

Assessment:

Students will explore sound as a representation of settings and characters in a

Health and Physical Education *Specialist Teacher*

Good choices, healthy me

In this unit, students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.

Assessment: Students explain the importance of making healthy choices, to promote physical fitness.

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 Work

Students will use digital systems to represent simple patterns in data in different ways. They will collect familiar data and display it to convey meaning.