



Mansfield State School Curriculum Overview Year 2 Term 3 2026



Mathematics

In this unit, students will:

Number

- use mathematical modelling to solve practical problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- recognise that mathematics can be used to investigate things students are curious about

Space

- To compare and classify two-dimensional shapes.
- use uniform units to measure, compare and discuss the duration of events
- reads time on an analog clock to the hour, half hour and quarter hour

Measurement

- use uniform units to measure, compare and discuss the attributes of objects based on capacity and mass

Assessments:

- Using mathematical modelling to solve a multiplicative problem
- Measuring objects and comparing and classifying shapes.
- Using a calendar and reading time on an analogue clock.

The Arts – Music (Semester Unit) *Specialist Teacher*

Musical Stories

In this unit, students will compose, perform and respond to music that tells a story.

Assessment: In small groups, students will compose and perform a soundscape that tells a story. Students will then respond to questions about the soundscape that they have created.

The Arts – Drama *Specialist Teacher*

In this unit, students will create and respond to drama through ideas based on people in the Community.

Assessment: Students will create and perform a small scene about the local community using voice, movement and focus.

English

Expressing Opinions – Book Review

In this unit students will:

- read, view and listen to a variety of literary texts as a stimulus for using language to express opinions about their preference for texts
- explore how information is presented in different types of texts to suit their purpose and audience
- engage in shared and independent writing experiences in response to texts to share thoughts and feelings
- use interaction skills when engaging in discussions.

Assessment:

Students will create and present a spoken book review to their peers and express an opinion as to why others should read this book.

Health and Physical Education *Specialist Teacher*

Personal, Social and Community Health -

In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity, identify and practise emotional responses that reflect their own and others' feelings, examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

Assessment:

Individually assessed students will recognise how strengths and achievements contribute to identity and identify show how emotional responses impact on others' feelings.

Movement and Physical Activity - iMove, iJump, iLand

In this unit, students will: demonstrate fundamental movement skills of rolling, balancing and jumping, perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.

Science

Physical Sciences - Toy Factory Incursion

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 a toy/object that moves with a push or pull.

Humanities and Social Sciences

Impacts of technology over time

In this unit, students will:

- investigate continuity and change in technology used in the home, e.g. toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations
- use information gathered for an investigation to develop a narrative about the past.

Assessment: Students conduct an inquiry to answer the question: *How and why have changes in communication affected the lives of people over time?*

Design and Technologies

Engineering principles and systems

In this unit, students will:

- explore the characteristics and properties of materials and components that are used to produce designed solutions
- investigate materials and technologies for shaping and joining, and explore how designs meet people's needs
- generate and develop design ideas
- produce a toy/object that meets the design brief
- evaluate their design and production processes
- collaborate with others
- follow planned sequenced steps for their project.

Assessment:

Students will create a toy/object by applying their understanding of how forces create movement.