



**MANSFIELD STATE SCHOOL**  
**CURRICULUM OVERVIEW**  
**YEAR 2**  
**Term 4, 2021**

### 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, and
- represent and communicate observations and ideas.

#### Assessment:

#### **Good to grow - exploring growth**

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

### English

#### Exploring informative texts

In this unit, students will:

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

#### Assessments:

#### **Productive:**

Students will create an informative text with a supporting image.

#### **Receptive: Reading and Comprehension**

Students will read aloud and respond orally to comprehension questions.

### Mathematics

In this unit, students will:

- **Number and place value** - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.
- **Location and transformation** - identify half and quarter turns, represent flips and slides, interpret simple maps.
- **Chance** - predict the likelihood of an event based on data.
- **Data representation and interpretation** - Use data to answer questions, represent data.

#### Assessments:

**Explaining Transformations:** Students will explain the effects of one-step transformations.

**Representing Data/Chance:** Students will describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.

**Guided inquiry - Investigating numbers to 1 000:** Students use simple strategies to reason and solve number inquiry questions.

### Humanities and Social Sciences *Specialist Teacher*

#### Present connections to places (semester unit)

In this unit students will:

- draw on representations of the world as geographical divisions and the location of Australia,
- recognise that each place has a location on the surface of Earth, which 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 that people are connected to their place and other places in Australia, the countries of Asia and across the world, and that these connections are influenced by purpose, distance and accessibility,
- represent connections between places by constructing maps and using symbols,
- examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections, and
- 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.

### Health and Physical Education

#### Movement and Physical Activity *What's Your Target Specialist Teacher*

In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

#### Assessment:

**What's your target:** Students will demonstrate fundamental movement skills (instep pass and hockey dribble) in a variety of movement situations and will test alternatives to solve movement challenges (to reach their targets).

#### **Personal, Social and Community Health – Message targets**

In this unit, students will examine the purpose of advertising and the techniques used to engage children and explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.

**Assessment:** Students will examine health messages and describe how to keep themselves and others healthy and physically active.

### The Arts - Music *Specialist Teacher*

In this unit, students will focus on singing techniques and performing to others. They will utilise the elements of music in their performances (dynamics). They talk about their own and other's performances.

**Assessment:** Students discuss the meaning behind a 'story' song. They discuss how and why they used dynamics in a song.

#### **The Arts – Visual Arts**

#### **Reinventing objects**

In this unit, students will explore processes of invention and imagination through sculpture, drawing, collage and assemblage to communicate meaning and represent new ideas about change and recycling.

**Assessment:** Students will explore ideas about recycling and the environment through sculpture.