

English	Science	HASS	
Informative Texts	Save Planet Earth	Impacts of technology over time	
<p>Reading</p> <p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend texts, including simple texts that support students’ transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.</p> <p>Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Writing</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p>	<p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth’s resources in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p>Assessment Task</p> <p>Students identify different uses of one of Earth’s resources and describe ways to conserve it. To use informal measurements to make observations.</p>	<p>Students:</p> <ul style="list-style-type: none">investigate continuity and change in technology used in the home, e.g. in toys or household productscompare and contrast features of objects from the past and presentsequence key developments in the use of a particular object in daily life over timepose questions about objects from the past and presentdescribe ways technology has impacted on peoples’ lives making them different from those of previous generationsuse information gathered for an investigation to develop a narrative about the past. <p>Assessment Task – Research</p> <p>Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.</p>	
Mathematics			
Number and Algebra Students: <ul style="list-style-type: none">order and represent numbers to 1000partition, rearrange and rename numbers to 1000regroup partitioned numbers to assist in calculationsuse mathematical modelling to solve practical multiplicative problems, representing the situation and choosing calculation strategiesidentify and represent part-whole relationships of halves, quarters and eighths in measurement contextsrecall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos	Measurement Students use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass	Statistics and Probability Not assessed this term.	
Health and Physical Education		Languages – Japanese	
Physical Education - Mr Rose In this unit, Year 2 students are introduced to AFL through play-based, skill-building activities that support the development of gross motor skills, teamwork, and confidence. The focus is on fun, participation, and the basics of movement used in AFL, such as kicking, catching (marking), handballing, and running with the ball. Activities are structured as games and stations to keep students engaged while promoting fair play, turn-taking, and simple rules to prepare students for future team sport experiences.	Health – Classroom Teacher Stay Safe Students identify and explore skills and strategies to develop respectful relationships.	Mrs McDonald Family In this unit, students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members. Students will: <ul style="list-style-type: none">present information and respond to questions about their familieslisten to information about Japanese and Australian familiesdemonstrate and identify language used to describe relationshipsanalyse and understand the systems of language relating to pronunciation and script recognitionparticipate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect between Australia and Japan.	
Technologies	The Arts		
Mr Christy	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Dance – Mr Hyde
Digital Technologies This semester, students will identify the purposes of common digital systems, including identifying the parts of an iPad, the responsible and safe use of an iPad and the use of different apps. They will begin to start using desktop computers and identify both the hardware and software features of computers. Students will examine the different features in different coding programs and use the knowledge gained to create a simple computer game using Scratch Junior. They will explore and create graphs from data collected about their class, using both digital and unplugged methods. Assessment of activities will be ongoing throughout the semester.	In Music, students will: <ul style="list-style-type: none">continue to develop their singing voicesidentify rhythmic and melodic patterns in simple songsread and write these patterns using stick notation and solfege namesidentify same and different phrases and can comment on textures such as thick or thindevelop in tune singing skills and playing various instruments including chime bars and ukuleleread, write and perform using the rhythms crotchet (and crotchet rest) quaver and solfa (s m and la). They will begin to learn about notation on the staff and the dynamics piano (p) and forte (f). They will perform rhythmic ostinatos and be able to label the form (A B A A etc) of the songs they sing.	The Enchanted Forest Focus Artist – Yayoi Kusama. Students will explore the artworks of Yayoi Kusama focusing on shape, pattern, form and composition. Students will create an’ enchanted forest artwork inspired by Kusama using mixed media . They will explore how people across cultures and communities experience visual arts.	In Creative Dance students will use elements of dance to create and perform dance sequences that demonstrate fundamental movement skills to represent ideas in response to stimulus. Students will observe safe practices.