Junction Park State School Curriculum Term 1 Overview – Year 2

Term 1, 2025

English

Responding to Imaginative Texts and Sharing Opinions

Reading and Viewing
Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books and simple chapter books. Through texts, students discuss how characters and settings are connected in literature, and how language and visual features are used to convey actions, emotions and dialogue.

Speaking and Listening
Students use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts. They share ideas and express an opinion about a familiar character and their traits.

Writing and Creating
Students engage in shared and independent writing and/or learning experiences in response to texts.

Science

Good To Grow

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

HASS

Impacts of technology over time

Students:
- investigate continuity and change in technology used in the home, e.g. in 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 Task – Research
Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.

Mathematics

Number and Algebra (Teach and Monitor)
- order and represent numbers to 1000
- partition, rearrange and rename numbers to 1000
- regroup partitioned numbers to assist in calculations
- use mathematical modelling to solve practical multiplicative problems, representing the situation and choosing calculation strategies
- identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts
- Recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos

Measurement
Students:
- locate and identify positions of features on a map
- move positions by g directions and pathways on a grid

Space (Teach and Monitor)
Students:
- Determine number of days between events using a calendar and read time on an analogue clock to the hour

Statistics and Probability
Students:
- use a range of methods to collect, record, represent and interpret categorical data in response to questions

Health and Physical Education

Physical Education - Mr Rose

Swimming
Entries and exits: Safely enter and exit shallow water
Buoyancy: Manoeuvre the body from one floating position to another.
Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object.
Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.
Survival sequence: Perform a continuous survival sequence: scull, float or tread Water, signal for help, float holding a buoyant aid and kick to safety holding the aid.
Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled
to safety.
Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water.

Health - Teacher

Stay Safe
In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations.

Languages – Japanese

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:
- present information and respond to questions about their families
- listen to information about Japanese and Australian families
- demonstrate and identify language used to describe relationships
- analyse and understand the systems of language relating to pronunciation and script recognition
- participate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect between Australia and Japan.

Technologies

Mr Christy

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.

The Arts

Specialist Music – Mrs Hodgson

In Music, students will:
- continue to develop their singing voices
- identify rhythmic and melodic patterns in simple songs
- read and write these patterns using stick notation and solfege names
- identify same and different phrases and can comment on textures such as thick or thin
- develop in tune singing skills and playing various instruments including chime bars and ukulele
- read, 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.

Specialist Visual Arts – Ms Susi

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.

Specialist Dance – Mr Hyde

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.