

OXENFORD STATE SCHOOL YEAR 2 CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	<p>Explore Narratives-plot and characterisation Students read, view and listen to a range of texts. They identify the components of a story and that characters can be liked, good, evil, mean, kind. Using one of the stories as a starting point, they create their own simple story.</p>	<p>Explore Information Texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>Exploring Poetry Students read and listen to a range of poems to create a poetry innovation. Students present their poem to a familiar audience and explain their preference for a poem.</p>	<p>Exploring Persuasive Texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and persuasive texts. Students create a persuasive text with a supporting image.</p>
	<p>Create an imaginative story <i>Students create a story</i></p>	<p>Reading and comprehension <i>Oral and Short answer questions -Little Red Hen Comprehension</i> Students demonstrate reading accuracy and respond orally to comprehension questions. Writing an informative text <i>Informative response - Written</i> Students create an informative text with a supporting image. Oral Presentation, spoken summative</p>	<p>Imaginative innovation Innovation of a poem- <i>written and spoken</i> Students create and present an innovation of a known poem to a familiar audience. Students listen to the presentation of others and discuss to give feedback. 5 Little Owls</p>	<p>Unit 6: Reading comprehension <i>Interview Early Start</i> Unit 3: Exploring Character/ Persuasive. Expressing a preference Written/ Oral Presentation Students compare character in 2 versions of the same story and express a preference for a character</p>
MATHEMATICS	<ul style="list-style-type: none"> • Number and place value • Counting to and from 1000 • Time- Calendar • Money • Collecting and Representing Data • 	<ul style="list-style-type: none"> • Number and place value • Money • Patterns and algebra • Simple Maps • Time-Telling 	<ul style="list-style-type: none"> • Number and place value • Time • Using units of measurement <p>Counting, multiplication and division</p>	<ul style="list-style-type: none"> • Number- adding and subtracting • Shapes and transformations • Revise all concepts and then enrich
	<p>Seasons and Calendar <i>Written</i> Unit 3: Using a calendar to identify a dates, months and seasons Use a calendar to identify a date and months included in seasons</p>	<p>Number Task: Identifying number patterns Unit 2: Identifying number patterns Students describe number patterns and identify missing elements.</p>	<p>Ordering shapes and objects using informal units Unit 3: Ordering shape and object using informal units Students measure, compare and order several objects using uniform informal units.</p>	<p>Recognising shapes Unit 4: Recognising 2/D and 3/D object Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p>
	<p>Collecting and representing data and possibilities Unit 1: Collecting, Organise, represent and interpret data Students collect, organise and represent data to make simple inferences.</p>	<p>Money Task: Recognising the value of money Unit 2: Recognising the value of money Short answer questions and concrete materials Students associate collections of Australian notes and coins with their values</p>	<p>Time Task: Telling time to the quarter hour Unit 2: Telling time to the quarter hour Students represent and tell time to the quarter hour on and digital and analogue clock</p>	<p>Operations Task: performing simple addition and subtraction calculations Unit 2: Performing addition and subtraction calculations Short answer questions Students solve simple addition and subtraction calculations using a range of strategies</p>
<p>Counting and calculating to and from 1000 Unit 1: Counting and calculating to and from 1000 To count to and from 1000 and perform simple addition and subtraction problem using a range of strategies</p>	<p>Interpreting simple maps of familiar locations (P-6 Unit) Unit 1 – 4 (?): Transformations and Interpreting maps Integrated with HASS Written TO BE COMPLETED BY TERM 2 (Taught over the semester</p>	<p>Counting, multiplying and dividing Unit 3: Counting, multiplying and dividing Short answer questions Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p>	<p>Explain Transformations: Early start Students explain the effects of one-step transformation. Clockwise and anticlockwise quarter and half turns. Math Transformation GTMJ.pdf</p>	

	Chemical Science	Physical Science	Biological Science	Earth and Space Science
SCIECNE	<p>Save planet Earth</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.</p>	<p>Good to grow</p> <p>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.</p>	<p>Toy factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They 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.</p>	<p>Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.</p>
	<p>Using Earth's resources</p> <p><i>Report</i></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations</p>	<p>Exploring growth</p> <p>Supervised assessment</p> <p>Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>	<p>Designing a toy</p> <p>Experimental investigation</p> <p>Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas. Combining materials for a purpose</p>	<p>Experimental investigation</p> <p>Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p> <p>- Little Pig house structure</p>
HASS	<p>Unit 1: Present connections to places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How are people connected to their place and other places? 		<p>Unit 2: Impacts of technology over time</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? 	
	<p>Present connections to places</p> <p>To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. This assessment to be combined with the maths assessment on location.</p>		<p>Impacts of technology over time</p> <p>To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.</p>	

		SEMESTER 1		SEMESTER 2	
HEALTH & PHYSICAL EDUCATION	HEALTH	HEALTH	HEALTH	HEALTH	HEALTH
	Term 1 Healthy Message Targets Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations. Assessment: <i>Project</i>	Term 2 Growing Up Students will describe physical and social changes that occur as they grow. They will describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students will identify similarities and differences and recognise how diversity contributes to identities Assessment: <i>Self Portraits</i>	Our Culture- My Identity This term students will recognise how strengths and achievements contribute to identities. Students will identify and practice emotional responses that reflect their own and others' feelings. They will examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Assessment: <i>Dramatic Role Play</i>	Term 4 My safety, my responsibilities Students will identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students will practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	
	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION
	Let's Get Moving (school-based unit) Students learn the specialised movement skills in the context of School Cross Country and Athletics Programs. Students learn to send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.	Unit 4: What's your target? Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets). Swimming (not assessed)			
THE ARTS	MUSIC	MUSIC	MUSIC	MUSIC	MUSIC
	Music Unit 3: Different Places In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> communicate about the music they listen to, make and perform, and where and why people make music improvise, compose, and arrange music perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play 	Music Unit 4: Music in Our New World In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play improvise, compose and arrange music communicate about the music they listen to, make and perform and where and why people make music.			
	MEDIA ARTS	MEDIA ARTS	MEDIA ARTS	DRAMA	DRAMA
	Unit 4: Safe and sound In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms. Assessment <i>Collection of work</i> Students explore how messages are communicated in posters and make and share an electronic poster that communicates a school safety message.			In this unit, students use picture books as stimulus to create a dramatic response <i>Performance</i> To devise, perform and respond to drama using a picture book as stimulus.	
TECHNOLOGIES	TECHNOLOGIES	TECHNOLOGIES	TECHNOLOGIES	TECHNOLOGIES	TECHNOLOGIES
	Students will be creating design solutions for renewable energies (wind) by investigating which pinwheels are able to capture and utilise the most wind.			Push it! Pull it! (Adapting C2C Design Tech Year 2 Unit 1) In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a toy that will move (roll) with a push or a pull.	