

Oxford State School

Year 2 Curriculum Overview, 2026

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English V9 My Favourite Character Students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. They share ideas and express an opinion about a familiar character and their traits.	Space Exploration (Informative) Students read, view and comprehend a simple informative text about space, and explore how a similar topic is presented in an imaginative text. They create a written and multimodal informative text about space.	Let's Go on an Excursion! (Persuasive) Students deliver a presentation to express a preference for a local place of significance in the community, or settling from a text for a proposed class excursion, and persuade their peers to vote for their chosen destination.	Novel Study: Tashi (Narrative) Students read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text. They create a written story using a known character.
Mathematics V9 Assessment task 1.1 – Space - Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways Assessment task 1.2 – Statistics - Students use a range of methods to collect, record, represent and interpret categorical data in response to questions	Assessment task 2.1 – Number (mathematic modelling) - Students partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money. Assessment task 2.2 – Measurement (time) - Students determine the number of days between events using a calendar and read time on an analogue clock to the hour, half hour and quarter hour	Assessment task 3.1 – Number (mathematical modelling) - Students use mathematical modelling to solve a multiplicative problem. Assessment task 3.2 – Measurement and Space - Students identify and represent halves, quarters and eighths; use uniform informal units to measure and compare shapes and objects; compare and classify shapes.	Assessment task 4.1 – Number and Algebra Students order and represent numbers to at least 1000; partition, rename and regroup two- and three-digit numbers; describe and continue additive patterns; and recall and demonstrate proficiency with addition and subtraction facts and multiplication facts for twos.
Science V9 Chemical Sciences Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed.	Earth and Space Sciences Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night.		Physical Sciences Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way.
HASS Impacts of Technology Over Time (C2C Unit 2) Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.	Present Connections to Places (C2C Unit 1) Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.		
Design Technologies	Based on C2C Unit 1 Context: Materials and technologies specialisations Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a musical instrument.		
The Arts Dance (C2C Unit 1: Dancing Characters) Students respond to, perform and choreograph dance that represents a character by exploring characters in stories and rhymes as stimulus. <i>Link to English.</i>	Media Arts (C2C Unit 4: Safe and Sound) Students create representations of animals and habitats to deliver an environmental message using media art forms. <i>Link to English, Science and PBL.</i>		
Music Different Places Students explore rhymes and songs as stimulus for music making and responding.	Music in Our New World Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.		
HPE Health: Our Culture – What Shapes Our Identity Students identify their strengths and achievements and recognise how similarities and differences can be celebrated and respected.	Health: Being Health and Safe Students will recognise situations and opportunities to promote health, wellbeing and safety, including road safety, in different situations.		
	PE: Playing with Balls Students participate in a variety of ball games, whilst working together. They apply strategies to follow rules and play fairly.	PE: Oxford Olympics In the Oxford Olympics' students will learn the skills and movement challenges required to participate in the Junior Sports Carnival.	PE: What's Your Target? Students perform the refined fundamental movement skills (instep pass, punt kick, handball and catch) and use them to solve movement challenges.
	PE: Let's Strike Students discover how to create scoring opportunities while in attack and control scoring opportunities while in defense.		
Digital Technologies Data Collections Students collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning.	Online Information Profiles Students work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.		
Japanese My Family Students will communicate information about themselves and their families. They will describe routines and cultural practices and compare with their own family.	Cute and Cool Students will demonstrate an understanding hiragana as well as kanji. They will recognise that katakana is used for borrowed words. Students will select language to describe cute and cool pop culture icons and clothing.		