

OXENFORD STATE SCHOOL YEAR 2 CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1 Animals	Term 2 Creative Response	Term 3 Tell Me a Story	Term 4 The best is.....
ENGLISH	<p>Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas.</p> <p>Students explore how texts are organised differently and how authors use language features related to purpose.</p> <p>Students use these texts to create a report and a short oral presentation to share with an audience</p>	<p>Students explore spoken, written and multimodal texts including oral texts, picture books, rhyming verse, poetry, chants, songs and dramatic performances for enjoyment. These texts may be classic or contemporary literature from Australian and world authors, including texts from and about Asia.</p> <p>Students investigate the organisation of these texts their use of language features to meet their purpose.</p> <p>Students construct a creative response to share with an audience.</p>	<p>Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. Texts include unusual happenings and images that extend meaning and can include the oral narrative traditions and literature of First Nations Australians and classic or contemporary literature from Australian and world authors.</p> <p>Students explore sequences of events and how characters and events are portrayed through language.</p> <p>Students retell events and consider their audience when creating a story. They share ideas with their peers.</p>	<p>Students engage with a variety of texts including print and digital stories, short films and animations, non-fiction, multimodal and dramatic performances. Texts may include topics of interest and topics from other learning areas. Students will explore how similar topics and information are presented in different types of texts.</p> <p>Students create a multimodal text to express and share their opinions.</p>
	<p><i>Summative Assessments</i></p> <p>Speaking and Listening</p> <p>Reading</p> <p>Writing</p>	<p><i>Summative Assessments</i></p> <p>Speaking and Listening</p> <p>Reading</p> <p>Writing</p>	<p><i>Summative Assessments</i></p> <p>Speaking and Listening</p> <p>Reading</p> <p>Writing</p>	<p><i>Summative Assessments</i></p> <p>Speaking and Listening</p> <p>Reading</p> <p>Writing</p>
MATHEMATICS	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value Counting to and from 1000 Time- Calendar Money Collecting and Representing Data 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value Money Patterns and algebra Simple Maps Time-Telling 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value Time Using units of measurement Counting, multiplication and division 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number- adding and subtracting Shapes and transformations Revise all concepts and then enrich
	<p><i>Seasons and Calendar</i></p> <p>Written</p> <p>Unit 3: Using a clander to identify a dates, months and seasons</p> <p>Use a calender to identify a date and months included in seasons</p>	<p><i>Number Task: Identifying number patterns</i></p> <p>Unit 2: Identifying number patterns</p> <p>Students describe number patterns and identify missing elements.</p>	<p><i>Ordering shapes and objects using informal units</i></p> <p>Unit 3: Ordering shape and object using informal units</p> <p>Students measure, compare and order several objects using uniform informal units.</p>	<p><i>Recognising shapes</i></p> <p>Unit 4: Recognising 2/D and 3/D object</p> <p>Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p>
	<p><i>Collecting and representing data and possibilities</i></p> <p>Unit 1: Collecting, Organise, represent and interpret data</p> <p>Students collect, organise and represent data to make simple inferences.</p>	<p><i>Money Task: Recognising the value of money</i></p> <p>Unit 2: Recognising the value of money</p> <p>Short answer questions and concrete materials</p> <p>Students associate collections of Australian notes and coins with their values</p>	<p><i>Time Task: Telling time to the quarter hour</i></p> <p>Unit 2: Telling time to the quarter hour</p> <p>Students represent and tell time to the quarter hour on and digital and analogue clock</p>	<p><i>Operations Task: performing simple addition and subtraction calculations</i></p> <p>Unit 2: Performing addition and subtraction calculations</p> <p>Short answer questions</p> <p>Students solve simple addition and subtraction calculations using a range of strategies</p>
<p><i>Counting and calculating to and from 1000</i></p> <p>Unit 1: Counting and calculating to and from 1000</p> <p>To count to and from 1000 and perform simple addition and subtraction problem using a range of strategies</p>	<p><i>Interpreting simple maps of familiar locations</i></p> <p>(P-6 Unit) Unit 1 – 4 (?): Transformations and Interpreting maps</p> <p>Integrated with HASS</p> <p>Written</p> <p>TO BE COMPLETED BY TERM 2 (Taught over the semester)</p>	<p><i>Counting, multiplying and dividing</i></p> <p>Unit 3: Counting, multiplying and dividing</p> <p>Short answer questions</p> <p>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><i>Explain Transformations: Early start</i></p> <p>Students explain the effects of one-step transformation. Clockwise and anticlockwise quarter and half turns.</p> <p>Math Transformation GTMJ.pdf</p>	

SCIENCE	Biological Science	Earth and Space Science	Physical Science	Chemical 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.	Save planet Earth 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.	Toy factory 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.	Mix, make and use Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.
	Using Earth's resources	Exploring growth	Designing a toy	Experimental investigation
	<i>Report</i> Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations	Supervised assessment Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.	Experimental investigation 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	Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas. - Little Pig house structure
HASS	Unit 1: Present connections to places		Unit 2: Impacts of technology over time	
	Inquiry questions: <ul style="list-style-type: none"> How are people connected to their place and other places? 		Inquiry questions: <ul style="list-style-type: none"> How have changes in technology shaped our daily life? 	
	Present connections to places 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.		Impacts of technology over time To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.	
	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.		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.	
	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	<p>MUSIC</p> <p>Unit 5 Musical Stories</p> <p>In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.</p> <p>Students will:</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> improvise, compose and arrange music perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play communicate about the music they listen to, make and perform and where and why people make music. 	<p>MUSIC</p> <p>Let's Sing and Play Together</p> <p>In this unit, students explore rhymes and songs as stimulus for music making and responding.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ol 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.
	<p>MEDIA ARTS</p> <p>Unit 4: Safe and sound</p> <p>In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms.</p> <p>Assessment</p> <p><i>Collection of work</i></p> <p>Students explore how messages are communicated in posters and make and share an electronic poster that communicates a school safety message.</p>	<p>VISUAL ARTS</p> <p>In this unit, students use picture books as stimulus to create a visual response using the principles and elements of design. All students create a whole class and individual piece of artwork.</p>
TECHNOLOGIES	<p>TECHNOLOGIES</p> <p>Students will be creating design solutions for renewable energies (wind) by investigating which pinwheels are able to capture and utilise the most wind.</p>	<p>TECHNOLOGIES</p> <p>Push it! Pull it! (Adapting C2C Design Tech Year 2 Unit 1)</p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will push or a pull.</p>