



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 2

Term 1, 2025

English

Sharing ideas and responding to imaginative texts

Students engage with a range of imaginative picture books which use language in different ways to present characters and settings.

Students read, view and comprehend imaginative texts. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.

Students engage in shared and independent writing in response to these texts. They 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.

Students create a written description of a character from a familiar imaginative text. They also present their ideas and opinions about a familiar character and their traits to their peers.



Science

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.



Mathematics

Students develop understandings of:



Number

- Read, write, represent and sequence numbers to at least 1 000.
- Partition and combine numbers flexibly use understanding of place value.
- Recognise and describe the relationship between addition and subtraction and employing part-part-whole reasoning to solve additive problems.

Space

- Locate and identify positions on maps and use familiar mathematical language.
- Use uniform units to measure, compare and discuss the attributes of shapes.

Humanities and Social Science (HASS)

Present connections to places

Inquiry Question: How are people connected to their place and other places?



In this unit, students draw on representations of the world as geographical divisions and the location of Australia. Students recognise that each place has a location which can be expressed using direction and location. They identify examples of places that are defined at different levels or scales. They understand that people are connected to their places and other places in Australia and across the world.

Students represent connections between places by constructing maps and using symbols. They examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections.



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Other Learning Areas

The Arts: Music

PARTWORK PARTY!

Students will communicate about the music they listen to, make and perform and where and why people make music. They will improvise, compose, arrange and perform music. They will develop aural skills by staying in tune and keeping in time when they sing and play.

Within the context of Making and Responding, students will:

- participate in games and activities to consolidate in-tune singing and beat-keeping.
- Sing la so mi songs with pitch accuracy
- Play la so mi songs on glockenspiel
- Perform known songs and rhymes in canon
- Perform known songs with rhythmic and melodic ostinato
- Perform ensemble of spoken canon
- Discuss why, when, how people make music



Health and Physical Education: Physical Activity

Swim: Tadpole tales

Stroke Development and Aquatic Skills – freestyle and backstroke

In this context, students will develop aquatic skills and swimming strokes – freestyle and backstroke. Students will perform sequences of movements involving freestyle and backstroke. Students will perform aquatic skills in a sequence that incorporates the elements of movement.

Students will:

- develop aquatic skills using different body parts to travel in different directions (sculling, treading water).
- perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment.
- develop the swimming strokes of freestyle and backstroke.
- apply safety rules in an aquatic environment.



The Arts: Visual Arts

Up, down and all around

In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.



Students will:

- explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this to develop their own artworks.
- experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places.
- display artworks and share ideas about emotive visual language choices they made in their artworks.
- describe and interpret artists' personal connection to place.

Health and Physical Education: Health



My classroom is healthy, safe and fun

Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.

Body safety is a responsibility.

Students will review emotional and physical warning signs about body safety. They will suggest and practise how to stay safe.