



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 2

Term 1, 2024

English

Exploring procedural texts

Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create a written procedure.

Reading, writing and performing poetry

Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.

Spelling

Students will learn about long vowel sounds and patterns, as well as diphthongs and ambiguous vowels. They will also investigate contractions and final blends.

Grammar & Punctuation

Students will identify compound sentences in text and identify the elements of a compound sentence. They will also learn about the three types of nouns (common, proper and pronouns) and how to expand noun groups using articles and adjectives. Students will use capital letters to signal proper nouns and recognise that commas are used to separate items in a list.



Mathematics



Students develop understandings of:

Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.

Number and place value - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.

Data representation and interpretation - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

Chance - Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.

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.

Science

Good to Grow

Students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment.





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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.