



## English

### Exploring Characters

In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

**Spelling**— Students will explore long vowel patterns, triple r-blends and other complex consonant patterns at the beginning of words. Comparative and superlative adjectives will be explored, as well as plurals, prefixes and adding 'ing' to verbs.

**Grammar and Punctuation**— Students will explore expressing their written ideas in simple and compound sentences. Emphasis will continue on accurate use of capital letters and full stops. Synonyms and antonyms will be discussed and their use will continue to be encouraged in writing activities.



## Mathematics

**Shape** - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.

**Number and place value** - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.

**Patterns and algebra** - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.

**Fractions and decimals** - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

**Using units of measurement** - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.

**Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

**Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.



## 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.

## Humanities and Social Science (HASS)

### Impacts of technology over time

In this unit, students:

- investigate continuity and change in technology used in the home, for example, in toys or household products.
- compare and contrast features of objects from the past and present.
- sequence key developments in the use of a particular object in daily life over time.
- pose questions about objects from the past and present.
- describe ways technology has impacted on peoples' lives making them different from those of previous generations.
- use information gathered for an investigation to develop a narrative about the past.





# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 2

Term 2, 2024

### Other Learning Areas

#### Music

##### Part-work 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:

- perform known songs with melodic ostinato.
- create new verses in known repertoire.
- accompany known songs using pillar tones and bourdon on xylophone.
- sing s-m-d and s-m-l-d songs with in-tune singing.
- read and sing 4 beat stick patterns using s-l-m.
- engage in reading and writing activities to practice 2 metre and 4 metre, new rhythm tika-tika, and the notes so-mi-la on the staff.
- improvise and compose rhythmic phrases.
- participate in games and activities to consolidate in-tune singing and beat keeping.



#### Health and Physical Education (PE)

##### Ropes and Rhymes

In this unit, students will perform long rope skipping sequences to rhymes. They will identify how their body responds to physical activity.

Students will:

- develop skipping skills in a sequence.
- perform skipping in response to rhymes.
- develop knowledge and understanding about how their heart rate responds to different physical activities.

##### Running, Jumping and Throwing

In this unit, students will develop their fundamental movement skills while completing throwing objects and challenges within groups of varying sizes.

Students will:

- demonstrate positive ways to interact with a partner.
- perform object control skills of throwing.
- perform loco-motor skills of running and jumping techniques.
- propose a range of alternatives and test their effectiveness when solving movement challenges.
- consider how techniques will influence distance and accuracy of throwing.



#### The Arts—Dance

##### Dancing Seasons

In this unit, students make and respond to dance by exploring connections with seasons in dances from their own and other cultures.



#### Health and Physical Education (Health)

##### Our culture

In this unit, students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.

Emotional responses to safe and unsafe situations can be shown in body language. Students will use their senses to recognise safe and unsafe situations. They will make connections between sensory information and emotions. Students will role-play how to respond to safe and unsafe situations.