



Year 2 (2/3C) Term 2 – 2026

Curriculum Overview

English

Understanding and creating informative texts

Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. They will continue to develop their understanding of the text and language features that help to make a text informative and will compare these to those of imaginative texts. Students will read, view and comprehend informative texts to build comprehension through this text structure and will learn to write for the purpose of informing.

For assessment, students:

1. Read, view and comprehend a simple informative text and explore how a similar topic is presented in an imaginative text (Reading & Viewing)
2. Create a written and multimodal informative text (Writing and creating)

Mathematics

Students develop their understanding of number and place value of two- and three-digit numbers by modelling, representing, ordering, reading, writing, renaming and counting collections up to 1000. They identify and describe number patterns, including sequences involving 2s, 5s and 10s, and find missing elements. Students will learn to solve addition and subtraction problems using a range of strategies, including number sentences, word problems and digital tools, while building fluency with key number facts. Students are also introduced to multiplication and division through simple problems.

In fractions, they explore whole, half and quarter parts and in money and financial mathematics, students count, order and combine coins and notes, using these skills to solve everyday problems. Students will also develop time skills by telling the time to the hour, half hour and quarter hour on both analogue and digital clocks.

For assessment, students complete a short answer written test for

1. Number and Place Value
2. Fractions
3. Time and Money

Health

Respectful relationships

Students will participate in learning experiences where they explore and practise how to build respectful relationships. They will describe their own personal qualities and those of others and explain how these help shape identity. Students will also practise ways to seek, give and refuse permission respectfully, and identify how different situations can influence their emotions.

For assessment, students:

1. Complete a written response demonstrating their knowledge and understanding of the above concepts.

Physical Education

Fundamental Movement Skills - Athletics

Students demonstrate fundamental motor skills—running, throwing, and jumping—through participation in modified athletics events, including long jump, high jump, javelin, shot put, and sprinting.

For assessment, students:

1. Complete a range of fundamental motor skills and athletic techniques marked by ongoing observations and checklists.

Science

Chemical sciences - Week 1-5 (continued from Term 1)

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. Students investigate physically changing materials to suit purposes.

For assessment, students: Safely and fairly investigate ways to physically change materials to build a strong bridge and will make and compare observations, with guidance.

Earth and space sciences - Term 2 Week 6 - Term 3 Week 7

Students develop understanding of patterns by observing changes in daily and seasonal events. Students make connections between predictions, observations and real-life decision making by sharing how they have used science knowledge at home.

For assessment, students:

1. Identify and describe celestial objects and predictable patterns in the sky.

The Arts – Dance & Drama (Semester 1)

Students use fundamental movement skills to develop technical skills when practising steps to choreographed dances. They explore dances across different cultures, including indigenous dances.

Students collaborate in groups to utilise dramatic elements and conventions for the purpose of expressing and communicating their ideas on the subject of friendships.

For assessment, students – complete a performance for an audience of peers

The Arts – Music

Students develop aural skills to create "call and response" style of music and respond to music which uses this style.

For assessment– Students will be observed and monitored on the above skills using a checklist.

Humanities & Social Sciences (Semester 1)

Students explore how people are connected to places by recognising that places can be described at different scales and that the world is divided into major geographical regions. They identify the natural and built features that define places and represent these using plans and labelled maps. Students also sort, record and interpret data from observations to draw conclusions about connections between people and places. They reflect on their learning to explain why important sites should be preserved and suggest ways they can be protected.

For assessment, students: -

1. Written responses to demonstrate understanding of the above concepts

