



Year 2 Term 3 – 2026

Curriculum Overview

English

Expressing Opinions

Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.

Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.

Through texts, students explore how information is presented in different types of texts to suit their purpose and audience and explore how persuasive language is used to express opinions about texts and topics.

Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.

For assessment, students:

1. Create a spoken text for the purpose of expressing a preference for a place or setting to peers.

Science

Earth and space sciences – (Term 2 Week 6 - Term 3 Week 7)

(New Unit Introduction) - Sound Energy – (Week 8 – Week 8 Term 4)

Students will investigate how sounds are produced through vibrations and explore the ways sound is used in everyday life. They will compare observations, use materials and equipment safely and develop vocabulary to describe sound, such as loudness and pitch. Students will also collect and present findings using a range of tools, including digital technologies.

For assessment:

1. Students identify and describe celestial objects and predictable patterns in the sky (Term 3)
2. Students will investigate how sound can be produced in different ways and how sound energy makes objects vibrate. (Completed Term 4)

The Arts – Music

Students develop their understanding of pitch, rhythm and notation by singing, playing instruments and creating music. They identify and perform so-mi-la (s-m-l) melodic patterns, improvise using known pitches, and build music literacy by reading and writing music on a five-line staff in Treble Clef. Students continue to respond to and perform music with increasing confidence and accuracy.

For assessment– Students demonstrate their learning by writing familiar melodies on a five-line staff, completing rhythmic notation activities using appropriate time signatures, and identifying familiar songs by reading rhythmic patterns.

The Arts – Drama (Semester 2)

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

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

Physical Education

Striking

Students demonstrate fundamental movement skills of striking a ball from varied starting positions. Key focus on grip, eye on the ball, backswing, connection with ball and follow through

For assessment, students:

1. Complete a range of activities to demonstrate their ability in the above concepts using observations and checklists.

Mathematics

Number and place value

Students will continue to count to and from 1000 while developing their understanding of three-digit numbers. They will model, represent, order, rename, read and write numbers, applying their knowledge of hundreds, tens and ones.

Students will strengthen their number sense and place value understanding by exploring 10 more, 10 less, 100 more and 100 less, and applying these skills to solve problems and explain their reasoning. They will build fluency with addition facts involving regrouping, adding and subtracting two-digit numbers, representing multiplication in a variety of ways, and solving simple grouping and sharing problems.

Students will also continue to develop their understanding of money by counting and comparing collections of coins and notes up to \$10, identifying the most and least expensive items, and solving simple money-related problems.

Patterns and algebra

Students will explore, describe and represent number patterns, and apply their understanding to solve and create simple number pattern problems

Measurement

Students will develop their measurement skills by comparing, measuring and ordering objects based on length, area and capacity using informal and formal units. They will also investigate time, including recognising and describing quarter past and quarter to times on analogue and digital clocks.

For assessment, students: complete a short answer written test for the following concepts - Number and place value, multiplication, money and measurement.

Humanities & Social Sciences (Semester 2) – Excursion Beenleigh Historical Village

Impacts of technology over time

Students will investigate how technology in homes and everyday life has changed over time by comparing objects from the past with those used today. They will explore how technological developments have influenced people's lives, sequence key changes in technology, and use information gathered through an inquiry to explain how and why changes in road transport have impacted people over time.

For assessment: Students sort technologies from the past and present, pose questions about the past and identify and compare communication technologies from the past to the present.

Technology - Design

Designing an Instrument

Students will follow a design process to create a purposefully constructed instrument with functional features. They will generate and develop ideas by considering the needs and interests of the intended users. Students will create prototypes, test and refine their designs to improve functionality and durability. Throughout the process, they will evaluate their designs and reflect on the effectiveness and appeal of their final product.

For assessment, students: Design and produce an instrument and communicate their design ideas through a folio of work.

Health

Help-Seeking and Reporting

Students will identify and learn how to apply protective behaviours. They will discover help seeking strategies to assist in keeping themselves and others safe. They will review the meaning of 'my safety network' and the concept – **'Recognise, React and Report'**

For assessment: Students complete a written response demonstrating their knowledge and understanding of the above concepts.

