



Year 2 Term 4 – 2026

Curriculum Overview

English

Engaging with Narrative Texts

Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.

Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.

Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.

Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.

For assessment:

1. **Read**, view and comprehend an imaginative text and explore how a similar topic is presented in an informative text.
2. Create a **written** story using a known character.

Mathematics

Number and place value

- Count to and back from 1000, number sequences 3's, 5's, 2's, 10's, 100's.
- Rename, order, represent and bridge 3-digit numbers
- Problem solving and reasoning
- Consolidation of addition and subtraction number facts
- Describe addition and subtraction facts and relationships
- Add and subtract with 2-digit numbers; and regrouping strategies
- Represent and connect multiplication and division concepts

Shape

- Identify and describe the effect of turns, flips and slides with and without digital technologies
- Predict and reproduce a pattern/image based around half and quarter turns of a shape

Chance and Data

- Conduct a simple investigation to gather and create data displays, answer questions, identify categories and sort data

For assessment, students: complete a short answer written test for the above concepts

Humanities & Social Sciences (Semester 2)

Importance of the past and 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 complete a written assessment on technologies from the past and present. They will pose questions about the past and identify and compare communication technologies from the past to the present.

Science – Physical Sciences Sound Energy

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: students will investigate how sound can be produced in different ways and how sound energy makes objects vibrate.

Physical Education

Kicking and Dribbling

Students demonstrate fundamental movement skills of dribbling with hands and feet and an instep pass. Students will:

- Experiment with controlling the ball with the feet
- Perform dribbling the ball with the hands
- Perform an instep kick

For assessment: students complete a range of activities to demonstrate their ability in the above concepts using observations and checklists.

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. They reflect on Drama performances they have seen and describe where, why and/or how people across cultures, communities and/or other contexts experience drama.

For assessment: students complete a performance for an audience of peers and reflect on the drama they have viewed in real life.

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.

Health

Health Messages for Food

Students will explore how food products are marketed to children through advertising, packaging, and labelling. They will learn to identify different marketing strategies and discuss how these can influence the choices people make about food.

Students will also investigate health messages and consider how they can affect people's decisions and behaviours. Through discussions and classroom activities, they will develop skills to think critically about the information they see and hear in everyday life.

These learning experiences will help students build an understanding of healthy choices, recognise influences on their decision-making, and become more informed and confident consumers.

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