

Year 2 CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4
	Incursion: World of Maths	Excursion: Planetarium- Science	Excursion: Samford Historical Village-HASS	Incursion- Make and Meld Sound Workshop- Science
ENGLISH	Literary Discussion- Favourite Character Students explore imaginative texts such as picture books, poetry and short stories to understand how language is used to create characters and settings. They discuss how authors show actions, emotions and dialogue, and how these features build connections between characters and places. Through shared and independent writing, students respond to texts and begin creating their own imaginative pieces. They also develop speaking and listening skills, using specific vocabulary and more formal language when sharing ideas and opinions.	Informative- Planets Students engage with informative texts about familiar topics and areas of interest, alongside imaginative texts with related themes. They learn how information is organised and how authors use language and visuals to report facts clearly. Students compare narrative and informative texts to understand different purposes and audiences. Through shared and independent writing, they create their own informative texts using topic-specific vocabulary, clear sentence structures and simple paragraphing to explain ideas.	Persuasive- Holiday Destination Students read and view imaginative, informative and persuasive texts to explore how language is used to express opinions and influence audiences. They examine how authors present information and ideas differently depending on the text’s purpose. Students participate in discussions, practising how to share and justify their viewpoints using appropriate vocabulary. In writing, they create short persuasive texts, giving reasons to support their opinions and using language that engages the reader.	Narrative- Dragons Students study narrative texts that feature imaginative events, interesting characters and familiar settings. They explore how authors use structure and language features—such as sequencing, description and dialogue—to make stories engaging. Students discuss how ideas are presented through characters and events, and how language can be used to express and extend ideas. Through shared and independent writing, they create their own imaginative stories, organising ideas using sentences, noun and verb groups, and topic-specific vocabulary.
	Number, Space, Statistics <ul style="list-style-type: none"> Use physical and virtual materials to represent, partition, and combine numbers flexibly, explore addition and subtraction relationships, and solve additive problems using part-part-whole reasoning. Locate and identify positions on familiar two-dimensional representations, such as maps, and use mathematical language to describe relative positions, directions, and pathways. Build foundations for statistical investigations by posing questions, collecting and representing data, and interpreting information using visual or physical models. 	Number, Algebra, Measurement <ul style="list-style-type: none"> Use mathematics to investigate problems, describe thinking, and communicate reasoning using familiar mathematical language. Represent, partition, and combine numbers flexibly using physical and virtual materials, explore addition, subtraction, and part-part-whole relationships, and solve additive and multiplicative problems with number sentences, equal groups, and arrays. Use mathematical modelling and different calculation strategies to solve practical, real-world problems, including word problems and storytelling situations. Measure and compare durations using uniform units and read time on analog clocks to the hour, half hour, and quarter hour. 	Number, Space Measurement <ul style="list-style-type: none"> Identify and represent part-whole relationships with fractions, partitioning collections, shapes, and objects into equal parts (halves, quarters, eighths), and use number sentences to explore addition and multiplication. Compare and classify shapes, describing features using formal spatial terms, and measure attributes of shapes and objects using uniform units for length, capacity, and mass. Use mathematical modelling and different calculation strategies to solve practical problems, representing situations with physical and virtual materials, diagrams, and arrays. Apply mathematics to investigate, solve problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language. 	Number and Algebra <ul style="list-style-type: none"> Build fluency with addition, subtraction, and multiplication facts, and extend understanding by partitioning and combining numbers flexibly using part-part-whole reasoning. Recognise and describe relationships between operations, and use known facts to develop strategies for unfamiliar calculations. Identify and extend patterns in different contexts, including additive increases or decreases, and determine missing elements in patterns. Develop understanding of equivalence, chance, and variability through play-based and practical activities.
MATHS	Science as a Human Endeavor Students explore how science helps people understand the world and solve everyday problems. They learn about scientists and inventors, including Aboriginal and Torres Strait Islander Peoples, who use observation and investigation to make discoveries. Through hands-on activities and simple experiments, students observe changes, ask questions, and share their ideas about how science is used in daily life — such as in health, the environment, and technology. The unit encourages curiosity, collaboration, and appreciation for how scientific knowledge benefits communities and the environment.	Earth Science Students learn to recognise Earth as part of a larger solar system, exploring celestial objects such as the sun, moon, and stars. They observe and record patterns of movement and appearance—such as shadows, moon phases, and star positions—over time. Students discover how people use these patterns for navigation and prediction, and learn that some events are visible only during the day or night. They are supported to ask questions, make predictions, and use tables and organisers to represent data and describe observed patterns using scientific vocabulary.	Chemical Science Students explore how materials can be physically changed through actions such as bending, twisting, stretching, or breaking. They learn that while the shape of a material can change, its properties remain the same. Students investigate how materials can be changed to suit a purpose, and explore how Aboriginal and Torres Strait Islander peoples physically change natural materials to make tools, bowls, baskets, and fibre crafts. Through guided inquiry, they begin to use safe and fair testing procedures, record before and after observations, and represent their understanding using digital tools, collages, and labelled diagrams.	Physical Science Students investigate sound energy and how it is produced through vibration. They safely experiment with different materials and actions to make and change sounds, describing their volume (loudness) and pitch. Through comparison and discussion, students consider how people sense and use sound in everyday life, including in music, communication, and technology. They explore examples of traditional sound instruments used by Aboriginal and Torres Strait Islander peoples and sound-activated tools that assist people today. Students record and present findings using digital tools such as sound recording or graphing apps, building scientific vocabulary to describe their observations.
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HASS	Geography		History	
	Students explore local, regional, and state places and learn how to represent them using maps, diagrams, and photographs. They identify natural and human features, describe purposes, and explain how people care for and connect to places. Students collect and interpret information from observations, surveys, and other sources, and compare local and distant locations. They learn about the connections of First Nations Australians to Country, including local language groups, place names, and the meaning of Acknowledgement and Welcome to Country. Through creating posters, graphs, diagrams, and presentations, students develop literacy, numeracy, and critical thinking skills while applying geographical knowledge to real-world contexts.		Students explore the past and present of their local community. They investigate how technology, daily life, and community celebrations have changed over time, and how these changes help shape identity and belonging. Students use sources such as photos, oral histories, and objects to learn about the experiences of different groups and generations. They develop chronological understanding by sequencing events and describing how people, places, and practices have evolved.	
HPE/HEALTH	Applying protective behaviours and help-seeking strategies		Applying movement skills, benefits of physical activity, and investigating health messages	
	Students demonstrate and apply protective behaviours to stay safe and support others. They practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help. Through role-plays, discussions and play, students practise assertive behaviours, such as saying yes and no, using body language, cues and gestures. They demonstrate and describe skills and strategies to develop respectful relationships.		Students investigate a range of health messages and explain the importance of health information when making decisions. Students apply fundamental movement skills in different situations and explain how to move effectively with objects and in space. They describe the benefits of physical activity and investigate what makes movement enjoyable through participation in a range of games. They explore strategies to apply rules, collaborate with others and develop respectful relationships.	
TECHNOLOGY	Digital Technologies- Digital Explorers: Creating, Sharing and Staying Safe		Digital Technologies: Digital Systems	
	Students develop confidence using digital devices, such as iPads, keyboards, and touchpads, and common software to create, find, and share content. They learn how digital systems help with communication and content creation. Students practise logging into their school accounts safely and explore why passwords and personal information need to be protected. They also represent data in different ways, such as pictures, tallies, simple graphs, or numbers, and recognise that different formats can show the same value.		Students investigate simple problems for known users that can be solved with digital systems, such as translation tools or device settings for people with low vision, and discuss how these systems meet users' needs. They follow and describe algorithms that include sequences of steps, decisions (branching), and repetition (iteration), such as giving directions or sequencing morning routines. Students use common digital tools to create, find, and share content. Through these activities, they develop confidence in using digital systems to solve problems and support others.	
THE ARTS	Drama		Media Arts	
	Students explore ideas, stories, and experiences through drama by using their bodies, voices, and imagination. They create and perform short scenes, role-plays, and improvisations, experimenting with characters, situations, and emotions. Students respond to the drama of others by observing, describing, and suggesting ways to enhance performance. Through these activities, they develop confidence, collaboration skills, and an understanding of how drama can communicate meaning.		Students explore ideas and stories using media technologies, including cameras, tablets, and simple editing tools. They create images, videos, and audio recordings to convey meaning for specific purposes and audiences. Students experiment with visual and audio elements, such as framing, sound, and sequencing, to enhance their creations. They respond to media artworks by discussing techniques, meaning, and intent, developing creativity, communication, and critical thinking skills.	
LANGUAGES	Take a Number	What is your name?	The Stationery shop	What's the time?
	Students will investigate the pattern of counting numbers in Japanese and recognised Kanji number characters. Students say, write and listen to the numbers confidently.	Students will use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells. Students will present a role-play of asking and telling names.	Students use language to describe routines and stationery items required for school readiness in Japan and Australia. Students will prepare a skit that is a conversation between a customer and a stationery shopkeeper.	Students will engage with conversational Japanese and learn how to ask and tell the time. Children will learn how to use the phrase "Ima nanji" What is the time; "ji" o'clock; "ji han" half past; to ask and tell the time. In pairs children will create and present a mini-role-play, drawing on familiar greetings, gestures words and phrases combined with newly taught words within a scenario where time knowledge is important.