



Curriculum, Teaching and Learning Overview 2025

Year Two

	Term One	Term Two	Term Three	Term Four
English	<p>Exploring and retelling stories Students engage with a variety of literature including the oral narrative traditions and literature of First Nations Australians through picture books, stories, short films, animations and texts written by Australian and world authors. Sequences of events and everyday happenings with recognisable characters are evident in these texts. Students discuss features of stories including plot, character and settings, and make connections with their own experiences. They recount events about a familiar story.</p>	<p>Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas. Students explore how texts are organised differently and how authors use language features related to purpose. Students use these texts to create a report and a short oral presentation to share with an audience.</p>	<p>Students engage with a variety of print and digital texts, including imaginative, informative and persuasive texts, stories, short films, animations and dramatic performances. These texts present new content about topics of interest and topics being studied in other learning areas, including literature of First Nations Australians and from a wide range of Australian and world authors. Through these texts, including persuasive texts and texts that express opinions, students explore text structures and language features. They share ideas experimenting with and beginning to make conscious choices of vocabulary to suit the topic and purpose. They explore language for providing reasons for opinions with details and verbs to express a degree of preference. Students engage in learning experiences to create a persuasive text.</p>	<p>Students engage with a range of spoken, written and multimodal texts for enjoyment, including oral texts, picture books, rhyming verse, poetry, chants, songs and dramatic performances. They participate in both independent and shared reading experiences, exploring rhyming stories or poems and comparing their features with informative texts on similar topics. Students explore text structures and language features, including sound and word patterns, in rhyming stories or poems.</p>
Mathematics	<p>Number partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems Space locate and identify positions on maps and use familiar mathematical language Statistics build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations</p>	<p>Number and Algebra recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations partition collections, shapes and objects into equal parts and build a sense of fractions Measurement use uniform units to measure, compare and discuss the duration of events read time on an analog clock to the hour, half hour and quarter hour</p>	<p>Number partition collections, shapes and objects into equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, connecting this to measures of turn and representations of time use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions recognise that mathematics can be used to investigate things students are curious about, to solve practical problems and model everyday situations, describing thinking and reasoning using familiar mathematical language Space describe spatial relationships such as the relative position of objects represented within a two-dimensional space use uniform units to measure, compare and discuss the attributes of shapes Measurement use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass</p>	<p>Number and Algebra partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning to solve additive problems compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations develop a sense of equivalence, chance and variability when engaging in play-based and practical activities</p>
Science	<p>Earth and Space Sciences In this unit, students identify different uses Earth's resources and describe ways to conserve them. Students use informal measurements to make observations.</p>	<p>Biological Sciences In this unit, students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.</p>	<p>Physical Sciences In this unit, students design a toy that will move with a push or a pull, and describe a change to the toy and how it affects the toy's movement. Students pose an investigation question and make a prediction about the toy's movement.</p>	<p>Chemical Sciences In this unit, students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>
Humanities and Social Sciences (HASS)	<p>Remembering special events In this unit, students explain how technology has shaped daily lives and investigate important historical places.</p>		<p>Connection to places In this unit, students recognise the world is divided into geographic divisions and investigate how people are connected to places.</p>	
The Arts	<p>Visual Arts-Reinventing objects In this unit, students explore processes of invention and imagination through found object sculpture, drawing and collage to communicate meaning and represent new ideas about change and recycling.</p>		<p>Drama-Stories come to life In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.</p>	
Technologies	<p>Digital Technologies-Handy Helpers In this unit, students explore and work with algorithms to write a sequence of instructions to navigate virtual robots. Students investigate, create, communicate, manage and operate ICT.</p>		<p>Design and Technologies-It's showtime! In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. Students design and make a puppet with moving parts to use in a puppet show.</p>	
Health and Physical Education (HPE)	<p>Personal, Social and Community Health-A little independence In this unit, students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities. Movement and Physical Activity-Playing with balls In this unit, students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.</p>	<p>Personal, Social and Community Health-Good choices, healthy me In this unit, students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations. Movement and Physical Activity-I'm a 'balliever' In this unit, students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges.</p>	<p>Personal, Social and Community Health-We all belong In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong. Movement and Physical Activity-Catch me if you can In this unit, students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games.</p>	<p>Personal, Social and Community Health-My safety, my responsibilities In this unit, students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. Movement and Physical Activity-Equipped to move In this unit, students explore elements of movement while developing fundamental movement skills that involve manipulating equipment.</p>
Languages (Japanese)	<p>The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues.</p>			