

# Term 2 2022 Year 2 Curriculum Overview

## Mathematics

Students will continue to develop fluency and confidence with counting numbers up to and back from 1000. They will recognise, model, represent and order numbers 3-digit numbers. Students will identify missing elements in a sequence and continue the pattern. They will extend known strategies to solve more complex addition and subtraction problems.

Compare and order length and capacity of objects using uniform informal units. Students will revise time as a form of measurement. Telling the time to half hour and quarter hour using the terms 'past' and 'to'.

## English

Writing procedural texts: Students will identify the purpose of different types of texts and explore similarities and differences between information and narrative texts. They will develop their comprehension of procedures and create a procedure based on the story "George's Marvellous Medicine".

## Science

Sustainability – Save Planet Earth

Students investigate Earth's resources and describe how these resources are used and the importance of conserving resources for the future of all living things. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives. Students will describe how water is used and the importance of conserving water for the future of all living things. They will share their ideas about conservation of water in a poster presentation.

## Digital Technology

Data (process & production): Students collect, explore and sort data. They use digital systems to present the data creatively.

## Music

Students will use their singing voices and classroom percussion, to experiment with the creation of melodies and rhythms. They will extend their repertoire to include 'la' (a step above 'so') and learn to aurally and visually identify the pitch relationships of step and skip. Students will participate in singing games to explore textures such as canon and ostinato. They will demonstrate their developing aural ability by singing known songs in tune while performing a simple accompaniment. Students will expand their repertoire of rhythms to include rhythms in triple time. They will respond to music they hear by recognising and describing the use of instrumental timbres.

## The Arts

In Visual Arts, students will explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture. They will learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies.

## Physical Education

Ball Skills and Games – Students will focus on catching, throwing and working together as a team to learn a variety of ball and tabloid games culminating in our Junior Ball Games event.

Track Events – Students learn to sprint in lanes and shuttle relays culminating in the Track Athletics Carnival.

## Humanities and the Social Sciences

Connections to Places: Students will become familiar with maps, directions & representing locations of places at a local (Canungra), regional (Australia) & National scale. They will use geographical terms to describe connections of places across the earth. Students will describe the significance of places in the local community & why these should be preserved.

**Japanese:** In this unit, students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.

Students will:

- develop an awareness of Japan and Japanese people
- explore artefacts that originate from Japan
- use simple greetings and participate in Japanese classroom routines interact with others to notice similarities and differences in ways of greeting others.

## The key strategies

1. Activating prior knowledge
2. Self monitoring
3. Predicting
4. Questioning
5. Making connections
6. Visualising
7. Inferring
8. Summarising
9. Synthesising

## Reading Strategies for Decoding

