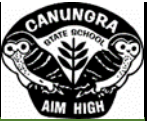


# YEAR 2



ENGLISH	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ ENGLISH Overview</li> <li>➤ Heggerty's Phonemic PLD</li> <li>➤ Spelling and dictation</li> <li>➤ Phonics</li> <li>➤ Targeted Reading</li> <li>➤ Rigorous Shared Reading</li> </ul>	<b>T1 Narratives – Author Study – Julia Donaldson</b> Listen to and read picture books by Julia Donaldson and write a new event for The Snail & the Whale <b>Reading:</b> Fluency & Comprehension <b>Writing:</b> Narrative – Write an event – The Snail & The Whale <b>PLD</b> – Reading & Spelling	<b>T2 Information reports – Australian Animals</b> Listen to and read reports about Australian Animals and write and information report about an animal. <b>Reading:</b> Fluency & Comprehension- Tasmanian Devils <b>Writing:</b> Information Report about an Animal <b>PLD</b> – Reading & Spelling	<b>T3 Persuasive Texts – Opinion Writing &amp; Sustainability</b> Listen to and read a variety of texts about opinions & sustainability issues and write a persuasive text about an issue. <b>Reading:</b> Fluency & Comprehension – The Day the Crayons Quit <b>Writing:</b> Persuasive Text – Sustainability <b>PLD</b> – Reading & Spelling	<b>T4 Multimodal Texts – George's Marvellous Medicine</b> Listen to a and read a variety of texts and write a procedure from Roald Dahl's book <i>George's marvellous medicine</i> <b>Reading:</b> Fluency & Comprehension Texts – Little Red Hen <b>Writing:</b> Create a multi-modal procedure <b>Speaking &amp; Listening:</b> Presentation <b>PLD</b> – Reading & Spelling
MATHS	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ MATHS Overview</li> <li>➤ Maths Mentals</li> <li>➤ Problem Solving</li> <li>➤ Investigations</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>• numbers to 999 flexibly</li> <li>• (halves, quarters)</li> </ul> <b>Space</b> <ul style="list-style-type: none"> <li>• positions on maps</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>• collecting, representing and interpreting data,</li> <li>• equivalence, chance and variability</li> </ul> <i>Exploring numbers to at least 1000</i> <i>Locating features and using maps</i> <i>Using data to answer a question</i>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems</li> <li>• partition and combine numbers to at least 1000 flexibly,</li> <li>• additive situations; addition and subtraction</li> <li>• number patterns in different contexts</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• measure, compare and discuss the duration of events</li> <li>• time, connecting this to fractions (halves, quarters)</li> </ul> <i>Exploring numbers, problem-solving and patterns</i> <i>Using a calendar and reading time to the quarter-hour</i>	<b>Number</b> <ul style="list-style-type: none"> <li>• equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, representations of time</li> </ul> <b>Space</b> <ul style="list-style-type: none"> <li>• two-dimensional space</li> <li>• measure, compare and discuss the attributes of shapes</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• length, capacity and mass</li> </ul> <i>Exploring halves, quarters and eighths</i> <i>Comparing and classifying shapes</i> <i>Measuring and comparing shapes and objects using informal units</i>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>• solve multiplication and division problems</li> <li>• partition and combine numbers; operations and employing part-part-whole reasoning</li> <li>• multiplicative situations using equal groups and arrays</li> <li>• problems involving authentic multiplicative situations</li> <li>• equivalence</li> </ul> <i>Understanding and using number</i>
SCIENCE	Term 1 (Reporting)	Term 2 (Reporting)	Term 3 (Teach & Monitor)	Term 4 (Teach & Monitor)
<ul style="list-style-type: none"> <li>➤ SCIENCE Overview</li> </ul>	<b>T1 Toy Factory</b> Design a Game – pinball machine	<b>T2 Good to Grow</b> Exploring Growth	<b>T3 Water in Our Creek</b> Conserving Water - posters	<b>T4 Mix, Make &amp; Use</b> Making a Lunchbox
HASS	Term 1 (Teach & Monitor)	Term 2 (Teach & Monitor)	Term 3 (Reporting)	Term 4 (Reporting)
<ul style="list-style-type: none"> <li>➤ HASS Overview</li> </ul>	<b>T1 Australia's Location</b> Knowledge Test	<b>T2 Australian Places</b> Knowledge Test	<b>T3 Learning About the Past</b> Knowledge Test & Source Analysis	<b>T4 Preserving the Past</b> Knowledge Test & Source Analysis
TECHNOLOGY	Term 1	Term 2	Term 3 (Reporting)	Term 4 (Reporting)
<ul style="list-style-type: none"> <li>➤ TECHNOLOGY Overview</li> <li>➤ DESIGN TECHNOLOGY</li> <li>➤ DIGITAL TECHNOLOGY</li> </ul>	<b>T1 Unit: Everyday Digital Systems</b> Assessment: Digital Systems and their components.	<b>T2 Unit: Data Discovery</b> Assessment: Representing Data	<b>T3 Unit: Information Systems</b> Assessment: OneNote <b>Term 3 Design Technology (Reporting)</b> Making a Lunchbox	<b>T4 Unit: Program This...</b> Assessment: Pro Bot Programming
ARTS	Term 1 Music	Term 2 Music	Term 3 Music (Reporting)	Term 4 Music (Reporting)
<ul style="list-style-type: none"> <li>➤ ARTS Overview</li> <li>➤ Band</li> <li>➤ Strings</li> <li>➤ Choir</li> <li>➤ Concerts</li> </ul>	Singing, body percussion and untuned percussion instruments to create melodies and rhythms. Identifying pitch direction and intervals. Reading rhythm notation. Writing rhythm notation. Responding to music.		Singing; pitch matching, body percussion and music improvisation using untuned percussion instruments to create rhythms and melody. Reading rhythm notation. Writing rhythm notation. Responding to music. Co-ordinating beat and rhythms. Extending song repertoire and considering various elements of music. Assessment: Pitch and rhythm assessments.	
	<b>Term 1 Dance (Reporting)</b> T1 How people experience dance across cultures, communities and other contexts. Use the elements of dance to structure dance sequences related to a story by Julia Donaldson. Perform their dance in a group.			
PE	Term 1 (Reporting)	Term 2 (Reporting)	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ PE Overview</li> </ul>	<b>T1</b> Perceptual Motor Program – 6 Weeks Cross Country Training – 4 Weeks	<b>T2</b> Ball Games – Tunnel ball, Leader ball, Over/Under, Captain ball Athletics – Running, Relays, High & Long Jump	<b>T3</b> Perceptual Motor Program Touch/Rugby League Team/Strategy Games	<b>T4</b> Perceptual Motor Program Basketball
HEALTH	Term 1 (Reporting)	Term 2 (Reporting)	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ Health Overview</li> </ul>	<b>Healthy, Safe and Fun</b> What is health and safety?	<b>Our Culture</b> What shapes our family and classroom identity	<b>Stay Safe</b> Safe and unsafe situations	<b>Message Targets</b> What is the purpose of advertising. Looking at health messages in ads.
EXCURSIONS & INCURSIONS	Mindful Monkeys	Fleay's T2		Water Incursion – Our Creek
EVENTS	Easter Hat Parade	School Photos Under 8's Day T2 Cross Country Carnival Colour Run	Athletics Carnival School Disco NAIDOC Week performance State of Origin Free Dress Day	School Family Fun Day PAT Testing Swimming Lessons Junior Water Fun Day

		National Storytime Day ANZAC Day Ceremony	Book Parade Life Ed	OWL Awards Day
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