

## YEAR 2 TERM 2 OVERVIEW 2024



English		Maths	History/ Science	Art	CAPA	PDHPE
<b>Week 1-2</b>	<p><b>English Unit Theme: Representation</b> Students learn how Aboriginal and Torres Strait Islander histories are represented in Dreaming stories, focusing on the features, behaviours, and characteristics of animals.</p> <p><b>Spelling:</b> Revision, /oo/ oo, ew, ue, u_e</p>	<p><b>Theme: Equal means equivalent</b> This two-week unit develops student knowledge, understanding and skills of equality. Students are provided opportunities to:</p> <ul style="list-style-type: none"> <li>place objects on either side of an equal-arm balance to obtain a level balance and check equivalence.</li> <li>record equivalence using concrete materials, correct vocabulary, drawings, and diagrams.</li> <li>choose efficient addition and subtraction strategies to determine if a number sentence is equal.</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>Science: Forces and Energy</b> What makes things move?</p> <p><b>Geography:</b> Investigate the importance of weather.</p>	<p><b>Art:</b> -Sculpting with plasticine clay -Pencil and oil pastel drawing and representation</p>	<p><b>Music</b> In Music, Year 2 students will continue to learn the recorder and play notes and pieces on it. They will start to learn about the instruments or the orchestra and will listen to orchestral music. Students will sing songs, learn actions and movements in preparation for a whole school musical production.</p> <p><b>Drama</b> Takes on roles in drama to explore familiar and imagined situations. Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p>	<p><b>PDH: Health Wellbeing and relationships:</b> UR Strong Friendship program: Bounce-Back Program K-2 Sport Wednesday afternoon</p> <p><b>Child Protection</b> Lesson 1. Standing strong Lesson 2. Persistence Lesson 3. No-go-tell Lesson 4. Permission Lesson 5. My strategies</p> <p><b>Healthy, safe and active lifestyles- 5 weeks Wk 1-5</b> Drug Education: Making emergency phone calls, first aid training (including cuts, scrapes, nosebleeds, burns and choking),</p>
<b>Week 3-4</b>	<p><b>English Unit Theme: Context:</b> Students deepen their understanding of context by exploring how the language and form of texts varies according to purpose. They will draw on their knowledge of text purpose, language and form to compose texts for a range of purposes.</p> <p><b>Spelling:</b> Drop the Final e (suffix -ist), /ar/ ar, a,</p>	<p><b>Theme: Data helps describe and wonder about the world</b> This two-week unit develops student knowledge, understanding and skills of data and chance, and their interconnectedness. Students are provided opportunities to:</p> <ul style="list-style-type: none"> <li>investigate topics of interest by choosing suitable questions and collecting relevant data.</li> <li>select appropriate methods to display and interpret data.</li> <li>use data to reason about possible outcomes in familiar activities.</li> </ul> <p><b>Daily Number Sense</b> mathematical reasoning and fluency</p>	<p><b>Science: Forces and Energy</b> What happens when we change a force?</p> <p><b>Geography:</b> Investigate the weather in other countries.</p>	<p><b>Art:</b> Painting and collage</p>		

<p><b>Week 5-6</b></p>	<p><b>Theme- Narrative:</b> Students deepen their understanding of narrative through the study of well-known fables. Students have opportunities to both innovate from studied texts and generate their own ideas to write narratives that convey a message. <b>Spelling:</b> Long vowel sounds a_e, /ur/ ur, ir, er, ear</p>	<p><b>Theme: What needs to be measured determines the unit of measurement</b> This two-week unit develops student knowledge, understanding and skills of measurement and choosing the correct unit to measure. Students are provided opportunities to:</p> <ul style="list-style-type: none"> <li>• explore spatial concepts of transformation.</li> <li>• explore attributes of measurement through meaningful experiences</li> <li>• create a fair measurement.</li> <li>• use uniform units to count and measure.</li> </ul> <p><b>Daily Number Sense</b> mathematical fluency and reasoning</p>	<p><b>Science: Forces and Energy</b> Why am I feeling down? Gravity</p> <p><b>Geography:</b> Understand how to use and give directions using a map.</p>	<p><b>Art:</b> Pencil and oil pastel drawing and representation</p>	<p>Interacts collaboratively to communicate the action of the drama with others. Appreciates dramatic work during the making of their own drama and the drama of others.</p>	<p>understanding health choices and the impacts of smoking. <b>Movement, skill and performance</b> A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival, including egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races and an introduction to relays and long jump.</p>
<p><b>Week 7-8</b></p>	<p><b>Theme- Character:</b> Students explore how a character's feelings and traits can be described through the way they experience and interact with the world. They will use figurative language to compose literary descriptions of real and/or imagined characters, including their traits, and lived experiences. <b>Spelling:</b> prefix re-, de-, /oy/ oi, oy, /or/ or, aw, ore, au, ar</p>	<p><b>Theme: Collections of objects can be changed by adding more (combining) or taking some away (separating)</b> This two-week unit develops student knowledge, understanding and skills in forming groups and combining and separating. Students are provided opportunities to:</p> <ul style="list-style-type: none"> <li>• choose and evaluate strategies to combine, separate and form groups.</li> <li>• use concrete materials, drawings, words, numerals and symbols to describe and explain mathematical operations.</li> <li>• understand that the order in which 2 quantities are combined does not change the result.</li> <li>• explore the inverse relation between addition and subtraction.</li> <li>• apply knowledge of related facts (number combinations to 10 and 20)</li> <li>• use repeated addition to solve multiplication problems.</li> </ul> <p><b>Daily Number Sense</b> mathematical fluency</p>	<p><b>Science: Forces and Energy</b> How do forces move through water?</p> <p><b>Geography:</b> Investigate natural features of places.</p>	<p><b>Art:</b> Character drawing and cartoons</p>		

		and reasoning				
<b>Week 9-10</b>	<p><b>Theme- Imagery:</b> Symbol &amp; Connotation: Students learn how figurative language such as metaphors, onomatopoeia and similes can be used to create rich descriptions of events and experiences. They will innovate from mentor and supporting texts and apply their understanding of figurative language to compose descriptive narratives.</p> <p><b>Spelling:</b> prefix un-, non-</p>	<p><b>Theme: Sometimes things move and change location</b> This two-week unit develops student knowledge, understanding, and skills of position. Students are provided opportunities to:</p> <ul style="list-style-type: none"> <li>• interpret simple maps by identifying objects in different locations</li> <li>• make simple models from memory, photographs, drawings, or descriptions</li> <li>• explore Aboriginal mapping of Country</li> <li>• create a path from one location to another.</li> </ul> <p><b>Daily Number Sense</b> mathematical fluency and reasoning</p>	<p><b>Science: Forces and Energy</b> Forces in Games</p> <p><b>Geography:</b> Investigate built features of places.</p>	<b>Art:</b> Landscape		
<b>Over the Term</b>	<p><b>Library:</b> Literature, Non-Fiction, Library and Information Skills, and The Premier’s Reading Challenge (PRC) Information and Literature Skills The focus during modelled reading time includes high quality PRC picture books, poetry, traditional stories, rhymes, and short factual texts. Skills discussed in library time include layout of the school library, locating fiction/non-fiction texts, alphabetical order, identifying subjects in non-fiction, borrowing, and returning procedures, parts of a book, the title as a guide to contents, main character/s, key events, contents, and subjects in a factual text and expressing an opinion about a given topic. PRC All teachers have been given a box of PRC and other texts from the library to share with their class. The focus during this modelled and independent reading time in class and in the library includes PRC picture books, short novels, poetry, traditional stories, rhymes, and short factual texts. Data entry for PRC will be done by the library.</p>					