2025 CURRICULUM AND ASSESSMENT PLAN

Year Two

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	***Imaginative text focus*** **Sharing ideas and responding to imaginative texts (U1)** Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.	***Informative text focus*** **Understanding and creating informative texts (U2)** Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.	***Persuasive text focus*** **Expressing opinions (U3)** Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	***Imaginative text focus*** **Engaging with narrative texts (U4)** Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these. Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.
	ASSESSMENT	**Summative assessment** *Students share ideas and express an opinion about a familiar character and their traits.* .	**Summative assessment** *Students read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text* *Students create a written and multimodal informative text.*	**Summative assessment** *Students create a spoken text to express a preference for a place or setting to peers.*	**Summative assessment** *Students read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text* *Students create a written story using a known character.*

MATHEMATICS	CURRICULUM KNOWLEDGE	Students develop proficiency and positive dispositions towards mathematics and its use as they: **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	Students develop proficiency and positive dispositions towards mathematics and its use as they: **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 number sentences to formulate additive situations • 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 • reads time on an analog clock to the hour, half hour and quarter hour	Students develop proficiency and positive dispositions towards mathematics and its use as they: **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	Students develop proficiency and positive dispositions towards mathematics and its use as they: **Number and Algebra** • partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
	ASSESSMENT	**Summative assessment** *Space: Students locate and identify positions of features on a map. Students move positions by following directions and pathways on a grid.* *Statistics: Students use a range of methods to collect, record, represent and interpret categorical data in response to questions.*	**Summative assessment** *Numbers: Students partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.* *Measurement: Students read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.*	**Summative assessment** *Number: Students use mathematical modelling to solve practical multiplicative problems.* *Number, Measurement and Space: Students identify and represent halves, quarters and eighths. Students compare and classify shapes. Students measure and compare length, mass and capacity of shapes and objects.*	**Summative assessment** *Number: Students partition, rename and regroup two- and three-digit numbers to assist in calculations. Students order and represent numbers to at least 1000. They describe and continue additive patterns and identify missing elements.*

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	**Unit 1: Computers – Handy Helpers** In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.		**Unit 1: Spin it!** *Engineering principles and systems* In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Students will apply processes and production skills, in: • investigating spinning toys from around the world, and analysing how they are made and how they work • generating and developing design ideas, and communicating these using simple drawings • producing a functional product that appeals to the client • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project. Suggested partner unit: Science Year 2 Unit 2 – Toy factory	
	ASSESSMENT	**Summative assessment** Assessment task 1 – Collect, sort and organise data Assessment task 2 – Programming a floor robot Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.		**Summative assessment** Students design and make a spinning toy for a small child that is fun and easy to use.	
SCIENCE	CURRICULUM KNOWLEDGE	**Unit 3: Good to grow** Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	**Unit 1: Mix, make and use** Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	**Unit 4: Save planet Earth** Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	**Unit 2: Toy Factory** Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.
	ASSESSMENT	**Summative assessment** *Exploring growth* – Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.	**Summative assessment** *Combining materials for a purpose* – Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.	**Summative assessment** *Using Earth's resources* – Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.	**Summative assessment** *Designing a toy* - Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. To pose an investigation question and make a prediction about the toy's movement. To represent and communicate observations and ideas.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	**Unit 1: Present connections to places** *Inquiry questions:* • How are people connected to their place and other places? In this unit, students: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.	**Unit 2: Impacts of technology over time** *Inquiry questions:* • How have changes in technology shaped our daily life? In this unit, students: • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past.
	ASSESSMENT	**Summative assessment** Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	**Summative assessment** Students conduct an inquiry to answer the question: How has technology changed over time?

		Media Arts	Drama
THE ARTS	CURRICULUM KNOWLEDGE	**Unit 1: Family stories** In this unit, students create media artworks to present a story about their family. Students will: • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language	**Unit 3: Shopping fun** In this unit, students make and respond to drama by exploring money and features/values of Australian coins as stimulus. Students will: • explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about shopping and money to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples
	ASSESSMENT	**Summative assessment** Students explore characters and settings in media artworks inspired by a family story.	**Summative assessment** Students respond to, make and perform drama based on the theme of shopping.

	SEMESTER ONE	SEMESTER TWO
	Music	
CURRICULUM KNOWLEDGE	**Ostinatos** Students continue to develop their singing voices through singing limited range, simple songs. They read, write, derive and perform with rhythms ♩ ♫ 𝄽 and solfa (so and mi). Students recognise and perform ostinatos and drones, and identify phrases of songs, labelling the form (i.e. A B A B). They play tuned and un-tuned percussion instruments and respond to music they make and hear.	**Canon** Students continue to develop their singing voices through singing limited range, simple songs. They read, write and perform with rhythms ♩ ♫ 𝄽 and solfa (mi, so and la). Students learn about the staff, time signature $\frac{2}{4}$, bars and bar lines, piano/forte, introduction, verse, chorus, melody and accompaniment. They also discuss how sound is produced (including hit, blown, plucked and shaken) and respond to music they listen to, make and perform. They sing in canon and reflect on their own and others' performances.
ASSESSMENT	**Summative assessment** Students: • sing a known song and perform a rhythmic ostinato • compose and perform an 8 beat rhythmic pattern in 2 metre using ta, titi and rest • derive known songs and abstract phrases (ta, titi, rest, so and mi) and identify elements of music	**Summative assessment** Students: • compose a song to given rhythm (using so mi la). Write it in stick and staff notation • perform a known song in two-part canon (2-4 students per part) • analyse and evaluate canon performances (own and others) • Read, write, derive and perform with rhythms
	Dance	
CURRICULUM KNOWLEDGE	Unit 1: Foundational and Technical Skills Unit 2: Elements of Dance Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. Students have the opportunity to develop their gross motor movements such as skip, gallop, jump, roll and hop. Students will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance.	Unit 3: Where and Why People Dance / Creating Dance Unit 4: Dancing with Expression Students will continue to develop technical and expressive skills. Students will explore and improvise new movement possibilities in a slow tempo. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. Students will refine dance technique and flexibility ensuring they are implementing safe dance practices. Students will discuss and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples as well as different cultures.
ASSESSMENT	**Summative assessment** Term 1: focuses on the performance of fundamental and technical skills. Students are assessed on their execution and coordination for the skills of skipping with swinging opposite arms, side gallops, front gallops, bend and jump. Term 2: focuses on the performance and execution of choreographic sequences that incorporate and reflect the elements of dance. Students are assessed on their performance of a short choreographic sequences, performed in front of a live audience. Students are also assessed on their ability to identify the elements of dance within a performance piece.	**Summative assessment** Term 1: focuses on the creation of a short dance sequence that reflects and portrays a stimulus. Students are assessed on the creation and performance of the dance piece, performed in front of a live audience. Term 2: focuses on the use of expression, to reflect emotions through dance. Students are assessed on their performance of a short dance sequence that shows two contrasting emotions in both their movement and facial expressions.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	**Strengths and achievements (FLSS Unit 1)** Students explore strengths and achievements and how they help form their identity. They will have an opportunity to share things that make them similar and different from others.		**Positive health messages (FLSS Unit 2)** Students explore health messages and identify how they relate to health decision and behaviours. They will have an opportunity to create their own positive health message to share with their peers.	
	ASSESSMENT	**Summative assessment** Students recognise how strengths and achievements contribute to identities		**Summative assessment** Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	**Soccer** Students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.	**Athletics** Students will demonstrate fundamental movement skills when participating in running, jumping and throwing events. They will perform athletics skills that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	**Mini Volleyball** Students will demonstrate fundamental movement skills and test alternatives to solve movement challenges when participating in volleyball skills and activities	**Tennis** Students demonstrate fundamental movement skills in a variety of movement situations when participating in tennis skills and activities. They demonstrate positive ways to interact with others.
	ASSESSMENT	**Summative assessment** Students perform movement sequences that incorporate the elements of movement. They identify how the body reacts to different physical activities.	**Summative assessment** Students demonstrate fundamental movement skills in a variety of movement sequences and situations. They perform movement sequences that incorporate the elements of movement.	**Summative assessment** Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.	**Summative assessment** Students demonstrate fundamental movement skills in a variety of movement situations. They demonstrate positive ways to interact with others.

		JAPANESE			
		SEMESTER ONE		SEMESTER TWO	
JAPANESE	CURRICULUM KNOWLEDGE	**Unit 1: A package from Japan** In this unit, students begin to engage with Japanese language and culture. They explore similarities and differences in greeting others in a variety of familiar contexts. They will: • interact with others to exchange greetings and share information about themselves • participate in guided group activities such as games and songs • interact with simple texts to locate specific information • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Unit 2: Who am I?** In this unit, students reflect on similarities and differences in verbal and nonverbal ways of greeting, introducing and describe themselves in English and Japanese. They will: • participate in guided group activities such as games and songs • convey factual information with simple words and phrases about self and others • translate meaning and create bilingual texts • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences to reflect on similarities and differences in ways of introducing and giving information about oneself. •		
	ASSESSMENT	No summative assessment for this unit.	**Formative assessment** **Composition- Speaking** This assessment will gather evidence of the children's ability to: • present information about themselves at word and simple sentence level, using formulaic and modelled language • mimic Japanese pronunciation, intonation and rhythm.		