2026 CURRICULUM AND ASSESSMENT PLAN

Year Two

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	OUTLINE	**Sharing ideas and responding to imaginative texts (U1)** Students engage with a range of imaginative texts that use language in different ways to present characters and settings.	**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.	**Expressing opinions (U3)** Students engage with a range of imaginative and informative texts that 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.	**Engaging with narrative texts (U4)** Students engage with a range of texts that 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.
	ASSESSMENT	**Summative assessment** 1.1 To share ideas and express an opinion about a familiar character and their traits. (Speaking & Listening). .	**Summative assessment** Assessment 2.1 To read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text. (Reading & Viewing) 2.2 To create a written and multimodal informative text. (Writing & Creating)	**Summative assessment** 3.1 To create a spoken text to express a preference for a place or setting to peers. (Speaking & Listening)	**Summative assessment** 4.1 To read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text. (Reading & Viewing) 4.2 To create a written story using a known character. (Writing & Creating)
MATHEMATICS	OUTLINE	**Number, Space and Statistics (U1)** Students: • use physical and virtual materials to represent numbers, 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 • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.	**Number, Algebra and Measurement (U2)** Students: • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, 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 and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and 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 such as word problems or storytelling • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.	**Number, Space and Measurement (U3)** Students: • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.	**Number and Algebra (U4)** Students: • continue to build fluency for understanding using addition, subtraction and multiplication facts • extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern • 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 they engage in play-based and practical activities.
	ASSESSMENT	**Summative assessment** 1.1 Space: Students locate and identify positions of features on a map. Students move positions by following directions and pathways on a grid. 1.2 Statistics: Students use a range of methods to collect, record, represent and interpret categorical data in response to questions.	**Summative assessment** 2.1 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. 2.2 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** 3.1 Number: Students use mathematical modelling to solve practical multiplicative problems. 3.2 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** 4.1 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.

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		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	OUTLINE	**Spin it! (U1)** 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.		**Computers – Handy Helpers (U2)** 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.	
	ASSESSMENT	**Summative assessment** Students design and make a spinning toy for a small child that is fun and easy to use.		**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.	
SCIENCE	OUTLINE	**Toy Factory (U2)** 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.	**Mix, make and use (U1)** 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.	**Good to grow (U3)** 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.	**Save planet Earth (U4)** 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.
	ASSESSMENT	**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.	**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** *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** *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.

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HASS	OUTLINE	**Present connections to places (U1)** 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.	**Impacts of technology over time (U2)** 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?

		SEMESTER ONE	SEMESTER TWO
		Media Arts	**Drama**
THE ARTS	OUTLINE	**Family stories (U1)** 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	**Shopping fun (U3)** 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.
		Music	
	OUTLINE	**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. They perform various rhythmic and solfa activities.
	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 • Perform a Cannon using the Seesaw app

		SEMESTER ONE	SEMESTER TWO
		Dance	
	OUTLINE	**Foundational and Technical Skills (U1)** **Elements of Dance (U2)** 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.	**Where and Why People Dance / Creating Dance (U3)** **Dancing with Expression (U4)** 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 2: 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 4: 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	
JAPANESE	OUTLINE	**A package from Japan (U1)** 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.	**Who am I? (U2)** 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.	**What's in my lunchbox? (U6)** Children use language to describe eating practices in Australia and Japan. They will: • inform others about the characteristics of and preferences for foods in their lunch boxes • participate in shared reading • identify language commonalities such as borrowed words • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to identify similarities and differences regarding the presentation of food and lunchtime eating practices.	**How do we celebrate special days? (U7)** Children explore language and culture relating to special days and celebrations such as birthdays in Japan and Australia. They will: • listen to and respond to simple instructions • interact with others using appropriate verbal and nonverbal language to participate in giving and receiving gifts • comprehend and compose greeting cards • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences noticing similarities and differences relating to the celebration of special days.
	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.	**Formative assessment** **Comprehension -Listening, reflecting** This assessment will gather evidence of the children's ability to: • understand information about their favourite things at word and simple sentence level, using formulaic and modelled language • describe objects using adjectives to indicate colour, shape and size • translate and interpret examples of everyday language use • identify Japanese words that are often used in English-speaking contexts • give examples of Japanese words and phrases that have been borrowed from other languages.	**Formative assessment** **Composition -Speaking writing** This assessment will gather evidence of the children's ability to: • describe people and objects using adjectives to indicate colour, shape and size • recognise and begin to write single kanji, some hiragana symbols, and some hiragana words • know that stroke order in writing characters is important • identify patterns in Japanese words and phrases and make comparisons between Japanese and English • provide examples of different ways of addressing friends, family and teachers or other adults use titles/suffixes, to address different people.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	OUTLINE	**Strengths and achievements (U1)** 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 (U2)** 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	OUTLINE	**Netball** They demonstrate fundamental movement skills in a variety of movement sequences and situations in netball. They perform movement sequences that incorporate the elements of movement in a game of netball.	**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.	**Modified AFL** Students will demonstrate fundamental movement skills and test alternatives to solve movement challenges when participating in modified AFL skills and activities	**Badminton** Students demonstrate fundamental movement skills in a variety of movement situations when participating in badminton 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.