

2020 Year 2 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
TERM TWO	<p>Exploring characters</p> <p>Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall addition subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths. Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units. Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects. Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest 	<p>Toy factory</p> <p>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.</p>	<p>Present connections to places <i>Continued from Term 1</i></p> <p>Inquiry questions: <i>How are people connected to their place and other places?</i></p> <p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Our culture</p> <p>Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise the influences that shape personal, family and classroom identities examine how different characteristics make people, families and classrooms unique recognise similarities and differences between individuals and within a group identify the feelings people experience when included in groups and excluded from groups recognise that people have different strengths and achievements recognise ways to show respect towards others' similarities and differences. 	<p>They keep me rolling</p> <p>Students demonstrate fundamental movement skills during activities using scooter boards.</p> <p>Students:</p> <ul style="list-style-type: none"> develop scooter board safety rules and practices develop movement skills to manoeuvre a scooter board in different situations apply scooter board skills in collaborative games develop personal and social skills required to interact positively with others in collaborative games apply and refine scooter board skills in scooter board challenges apply personal and social skills required to interact positively with others in partner challenges. 	<p>Based from Unit 1</p> <p>Problem/ Need/ Opportunity: Opportunity</p> <p>Context: Engineering principles and systems</p> <p>Designed solution: Product</p> <p>Design question: How might we design a fun toy that moves?</p> <p>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.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> 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. 		<p>Dance Shape dance <i>Continued from Term 1</i></p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about shapes and objects to an audience respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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TERM THREE	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
	<p>Exploring procedural text</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections. Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. 	<p>Good to grow</p> <p>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.</p>	<p>Impacts of technology over time</p> <p>Inquiry questions: <i>How have changes in technology shaped our daily life??</i></p> <p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Stay safe</p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> understand their personal responsibility in staying safe understand how to stay safe in the wider community recognise the clues that can be used to recognise safe and unsafe situations understand the emotions they feel in response to safe and unsafe situations identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary examine sun safe strategies to promote their own health, safety and wellbeing. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p>	<p>Ropes and rhymes</p> <p>Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and refine skipping skills and sequences investigate the heart's reaction to physical activity. 	<p>Problem/ Need/ Opportunity: Opportunity</p> <p>Context: Food and fibre production and Food specialisations</p> <p>Designed solution: Service</p> <p>Design question: How might we assist our tuckshop with creating healthy food items?</p> <p>In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design a recipe for the school tuckshop using food product from garden produce.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating how food and fibre are grown to meet human needs generating and developing design ideas for a functional growing environment producing a simple drawing that represents their design evaluating their design and presentation processes, using personal preferences collaborating by working with others and managing by following sequenced steps for the project. 	<p>Digital Technologies Handy Helpers</p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Drama Poetry alive</p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about poetry 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. <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

