Holland Park State School

2024 Year 2 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Unit 1: Responding to creative literature** Students explore spoken, written and multimodal texts including oral texts, picture books, rhyming verse, poetry, chants, songs and dramatic performances for enjoyment. Students construct a creative poetry adaptation to share with an audience.	**Unit 2: Understanding and developing non-fiction texts** Students engage with a variety of non-fiction texts and information texts. They explore how texts are organised differently and how authors use language features related to purpose. Students use these texts to create a report and a short oral presentation to share with an audience.	**Unit 3: Exploring characters and plot** Students engage with a variety of literature for enjoyment. Students explore sequences of events and how characters and events are portrayed through language. Students retell events and consider their audience when creating an adaptation of a story. They share ideas with their peers.	**Unit 4: Expressing opinions with reasons** Students engage with a variety of texts. They will explore how similar topics and information are presented in different types of texts. Students create a multimodal text to express and share their opinions.
Mathematics	**Number and Algebra** • Fractions • Representing and partitioning two and three-digit numbers • Recalling and representing addition and subtraction facts • Double facts to 20 • Representing multiplication as arrays • Representing division as equal shares **Statistics and Probability** • Collecting and representing and displaying data • Asking questions • Investigating outcomes of everyday events.	**Number and Algebra** • Connecting number names, numerals and quantities to 1000 • Representing sharing and multiplication • Solving simple multiplication problems • Fractions – halves and quarters • Adding single-digit and two-digit numbers with and without regrouping • Representing and partitioning two- and three-digit numbers **Statistics and Probability** • Collecting and representing data	**Number and Algebra** • Recognise, represent and order numbers to 1000 then beyond • Partitioning two, three and four-digit numbers • Subtracting single-digit and two-digit numbers with and without regrouping • Recalling addition facts to 20 and related subtraction facts • Understanding the inverse relationship between addition and subtraction • Identifying equal and not equal parts (Balance) • Representing multiplication and division • Solving simple multiplication and division problems.	**Number and Algebra** • Applying number facts using inverse relationships • Recalling multiplication facts Model and solve multiplication , division, subtraction and addition word problems • Adding and subtracting single-digit and two-digit numbers • Adding and subtracting one and two-digit numbers with and without regrouping Identifying halves, quarters and eighths of shapes and collections in relation to measurement • Recognise, describe additive number patterns

		Asking questions and collecting and displaying data	Fractions (eighths)	Statistics and Probability

	Measurement and Space • Time – Days and months, calendars, telling time to the hour, representing points in time • Describing half turns	• Asking questions and collecting and displaying data • Investigating outcomes of everyday events **Measurement and Space** • Describing and identifying features of two-dimensional shapes familiar two-dimensional shapes • Time – telling time to the quarter hour • Describing half and quarter turns • Investigating simple maps of familiar locations • Length	• Fractions (eighths) • Models and solves simple money problems • Describing number patterns and missing elements **Measurement and Space** • Mass and Capacity • Angles in the environment • Giving and following directions	**Statistics and Probability** • Using data to answer questions • Represent data • Interpret data
Science	**Unit 1: B Good to Grow Biological Science** Explore how living things change as they grow. Identify patterns of growth and the relationships between parents and their offspring.	**Unit 2: how do materials behave?** **Chemical Sciences – STEM unit** Students investigate the uses, characteristics and properties of materials and use this understanding to design and construct a toy box organiser.	**Unit 3: Push and Pull Physical Sciences** Students investigate the movement of objects used for play and relate these to the pushes and pulls involved.	**Unit 4: - Save Planet Earth Earth and Space Sciences** Investigate ways the Earth's resources can be used and managed and identifying actions to conserve these resources.
Humanities and Social Sciences (HASS)	**Unit 1: Investigate how and why the lives of people have changed or stayed over time using technology** Students • Identify how and why the lives of people have changed over time while others have remained the same due to technologies. • Compare objects from the past and present. • Interpret information and data to identify a point of view and draw conclusions		**Unit 2: Investigate "How are people connected to their place and other places?** Students describe a site of significance in the local community and explain why places are important to people.	
Health	Students investigate the concept of what health is and the activities that make them healthy. They learn how to keep themselves and others healthy and safe within a classroom setting and selected a health or safety strategy for an outside setting. Students study the strand of personal, social and community health. They learn to explore their own sense of self and the factors that contribute to and influence their identity.		Students investigate the concept of what health is and the activities that make them healthy. They learn how to keep themselves and others healthy and safe within a classroom setting and selected a health or safety strategy for an outside setting.	

Physical Education	Students perform a range of skills in aquatic activities with a focus on stroke development and lifelong water safety skills. They explore how their body moves in a variety of movement sequences and situations.	Students explore a range of large ball manipulative skills including dribbling, passing, kicking and basic control of a ball in a range of modified games and activities. They incorporate elements of effort, space, time, objects and people when performing simple movement sequences.	Students perform in small ball manipulative activities focusing on the skills of rolling, bouncing, catching, throwing, target throwing and striking. They participate in a variety of games, identifying simple rules and fairness within game situations.	Students perform a range of skills in aquatic activities with a focus on stroke development and lifelong water safety skills. Students demonstrate a range of survival skills, rescues, self-preservation and underwater activities.
Technologies		**Design Technologies: Toy Box Organiser: (STEM unit)** Students explore the characteristics and properties of materials and sort objects according to their physical properties before applying them to design a toy box organiser.		**Digital Technologies** Students design a solution to a simple problem using a sequence of steps and decisions. They will program an algorithm on a bee bot to follow directions and construct an algorithm to give directions for a bee bot to follow.
Languages - Japanese	**Getting ready for school** Students use language to describe morning routines for getting ready for school in Japan and Australia.	**Cute and cool** Students explore the importance of the concept of kawaii (cute) for Japanese children through language used to describe clothing items.	**Tell me a story** Students use language to engage with simple traditional Japanese stories.	**Our mascot's adventure** Students use language to present a story using the text features of traditional stories.
The Arts				
Music	**Unit 1: Sounds like the playground** Students experience hand clapping games from across different countries and cultures. They describe where, why and/or how people across different cultures, times and communities experience these handclapping games and what significance they bring to communities.		**Unit 2 - Sounds like a storm** Students explore different instruments and the sounds they make. They work collaboratively to build on to a group composition, creating a soundscape of a storm using the elements of music and accessible instruments.	
Dance			Students participate in a dance program run by external dance instructors, Creative Dance Industries. Students perform a cultural dance, choreograph a dance for a small group and respond to dances they make, perform and view.	

Drama	**Unit 1: Ancient Anna** Students create and perform a mime piece centered around the discovery of a time capsule and the exploration of objects from the past found within it.		**Unit 2: Heroe's Journey** Students explore personal journeys and qualities of heroism through mime and freeze frames, connecting their experiences to the narrative of "Journey" by Aaron Becker	
Media Arts		**Look again**: Students explore media arts works by exploring manipulation and representation of self		
ESAS (Entrepreneurial, Sustainability and Science)	Students explore the ocean as an environment that supports a diversity of living things. Students investigate the impact of human actions, including littering on the ocean, has on living things. They follow the design thinking process to develop a solution.			
Philosophy	Students developed their thinking skills in the class community by giving reasons, giving counter examples, exploring disagreement and different points of view, developing criteria, attending to assumptions, and generalisations.			

*Units are subject to change throughout the year