



YEAR 2 - TERM 4 CURRICULUM OVERVIEW

ENGLISH

EXPLORING PLOT AND CHARACTERISATION IN STORIES

In this unit, students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.

MATHS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

NUMBERS AND PLACE VALUE - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.

FRACTIONS AND DECIMALS - identify halves, quarter and eighths of shapes and collections.

LOCATION AND TRANSFORMATION - identify half and quarter turns, represent flips and slides, interpret simple maps.

CHANCE - predict the likelihood of an event based on data.

DATA REPRESENTATION AND INTERPRETATION - Use data to answer questions, represent data.

SCIENCE

SAVE THE PLANET EARTH

In this unit students will 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 will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

HASS

PRESENT CONNECTIONS TO PLACES

In this unit students will explore the following inquiry question: *How are people connected to their place and other places?*

Learning opportunities support students to:

- 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 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 peoples and Torres Strait Islander peoples, 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

HEALTH

STAY SAFE

In this unit, 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 identify 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.

