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Yearly Overview – Year 2

	Term 1	Term 2	Term 3	Term 4
	Theme: A Trip Back in Time		**Theme: Connections**	
HASS: History	History of Technology	Local Landmarks		
HASS: Geography			Connection to Place	
English: Literacy	**Text Type:** Information Report	**Text Type:** Persuasive Letter	**Text Type:** Poetry	**Text Type:** Narrative – Fairy Tales
English: Language				
English: Literature	**Focus Text:** *Big Red Kangaroo, Emu, Dingo, The 27th Annual African Hippopotamus Race*	**Focus Text: '***I Wanna Iguana', 'Click, Clack, Moo, Cows That Type', 'Don't Let the Pigeon Drive the Bus', Fantastic Mr Fox*	**Focus Text:** *The Cow Tripped Over the Moon, Draw Me a Star, Brindabella*	**Focus Text:** *The Gigantic Turnip, The Tale of Desperaux*
The Arts: Visual Arts	Self-Portraits Unit			Fairy Tale Art
The Arts: Drama			Rhythm and Rhyme	
The Arts: Media		Picture Perfect		
Maths: Number and Algebra	Numbers to 1000 Patterns Addition Facts	Fractions Addition and Subtraction	Multiplication Problem Solving	Division Multiplication Facts
Maths: Measurement and Geometry	Calendar, Location	Time 2D Shapes	Length, Mass, Capacity	Turns,
Maths: Statistics and Probability				Data
Science		Changing Materials	Patterns in Our Sky	Sound Waves
Design Technology		Farm to Table		
Digital Technology	Introduction to Algorithms			Representing Data
Health	Respectful Relationships		Safety	

Additional Writing Unit Options: Book Report & Autobiography

For other texts to explore, visit the website: Picture books to support the Australian Curriculum: Year 2

English Curriculum Scope and Sequence	Language	investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01	explore how language can be used for appreciating texts and providing reasons for preferences AC92LA02	identify how texts across the curriculum are organised differently and use language features depending on purposes AC92LA03	understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04	navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05	understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06	understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC932LA07	understand that images add to or multiply the meanings of a text AC9E2LA08	experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09	recognise that capital letters are used in titles and commas are used to separate items in lists AC9ELA10	Literature	discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01	identify features of literary texts, such as characters and settings, and give reasons for personal preference AC9ELE02	discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04	create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05
English Unit 1 (includes Writing Unit – Autobiography)																	
English Unit 2 (includes Writing Unit – Persuasive)																	
English Unit 3 (includes Writing Unit - Poetry)																	
English Unit 4 (includes Writing Unit - Narrative)																	
Writing Units																	
Autobiography																	
Persuasive Letter																	
Poetry																	
Narrative – Fairy Tales																	
Book Report																	
Information Report																	

English Curriculum Scope and Sequence	Literacy	identify how similar topics and information are presented in different types of texts AC9E2LY01	use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02	identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03	read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05	create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06	create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07	write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08	manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09	use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10\	use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11	build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12
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Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Numbers to 1000	recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines AC9M2N01
				partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation AC9M2N02
		Fractions		recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving AC9M2N03
		Addition and Subtraction		add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies AC9M2N04
Division	Multiplication			multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies AC9M2N05
	Problem Solving			use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation AC9M2N06
			Patterns	recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern AC9M2A01
			Addition Facts	recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts AC9M2A02
Multiplication Facts				recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving AC9M2A03
				Measurement and Geometry
	Length			measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary AC9M2M01
	Mass			measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary AC9M2M01
	Capacity			measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary AC9M2M01
		Fractions		identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events AC9M2M02
			Calendar	identify the date and determine the number of days between events using calendars AC9M2M03
		Time		recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour AC9M2M04
Turns				identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations AC9M2M05
		2D Shapes		recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight” AC9M2SP01
			Location	locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways AC9M2SP02
				Statistics and Probability
Data				acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables AC9M2ST01
				create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions AC9M2ST02

Term 4 - Sound Waves	Term 3 - Patterns in Our Sky	Term 2 - Changing Materials	Term 1	Science Curriculum Scope and Sequence
				Science Understanding
			No need to teach HASS this term	Chemical Sciences
				recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces AC9S2U03
				Physical Sciences
				explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate AC9S2U02
				Earth and Space Sciences
				recognise Earth is a planet in the solar system and identify patterns in the changing position of the sun, moon, planets and stars in the sky AC9S2U01
				Science as a Human Endeavour
				describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S2H01
				Science Inquiry
				pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S2I01
				suggest and follow safe procedures to investigate questions and test predictions AC9S2I02
				make and record observations, including informal measurements, using digital tools as appropriate AC9S2I03
				sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S2I04
				compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance AC9S2I05
				write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S2I06

Term 4	Term 3 Connection to Place	Term 2 Local Landmarks	Term 1 History of Technology	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
No need to teach HASS this term				History
				A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance AC9HS2K01
				How technological developments changed people's lives at home, and the ways they worked, travelled and communicated AC9HS2K02
				Geography
				How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales AC9HS2K03
				The interconnections of First Nations Australians to a local Country/Place AC9HS2K04
				Skills
				develop questions about objects, people, places and events in the past and present AC9HS1S01
				collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02
				interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03
				discuss perspectives related to objects, people, places and events AC9HS1S04
				draw conclusions and make proposals AC9HS1S05
				develop narratives and share observations, using sources, and subject-specific terms AC9HS1S06

Health Curriculum Scope and Sequence	Personal, Social and Community Health	Describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01	Identify and explore skills and strategies to develop respectful relationships AC9HP2P02	Identify how different situations influence emotional responses AC9HP2P03	practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05	investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06
Term 1 Respectful Relationships							
Term 2		**No need to teach Health this term**					
Term 3 Safety							
Term 4		**No need to teach Health this term**					

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
Fairy Tale Art			Self-Portraits Unit	explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01
				explore examples of visual arts created by First Nations Australians AC9AVA2E02
				experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01
				use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01
				Media Arts
		Picture Perfect		explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01
				explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02
				explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01
				use media languages and media technologies to construct representations AC9AMA2C01
				Drama
	Rhythm and Rhyme			explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01
				explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02
				use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01
				create and co-create fictional situations based on imagination and/or experience AC9ADR2C01

Term 4	Term 3	Term 2	Term 1	Technology Curriculum Scope and Sequence
				Design Technology
	No need to teach Technology this term	Farm to Table		Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. AC9TDE2K01
				Explore how technologies including materials affect movement in products. AC9TDE2K02
				Explore how plants and animals are grown for food, clothing and shelter. AC9TDE2K03
				Explore how food can be selected and prepared for healthy eating. AC9TDE2K04
				Generate and communicate design ideas through describing, drawing or modelling, including using digital tools. AC9TDE2P01
				Use materials, components, tools, equipment and techniques to safety made designed solutions. AC9TDE2P02
				Evaluate the success of design ideas and solutions based on personal preferences and including sustainability. AC9TDE2P03
				Sequence steps for making designed solutions cooperatively. AC9TDE2P04
				Digital Technology
				identify and explore digital systems and their components for a purpose AC9TDI2K01
Representing Data				represent data as pictures, symbols, numbers and words AC9TDI2K02
				investigate simple problems for known users that can be solved with digital systems AC9TDI2P01
				follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration(repetition) AC9TDI2P02
				discuss how existing digital systems satisfy identified needs for known users AC9TDI2P03
				use the basic features of common digital tools to create, locate and communicate content AC9TDI2P04
				use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05
			Introduction to Algorithms	access their school account with a recorded username and password AC9TDI2P06
				discuss that some websites and apps store their personal data online AC9TDI2P07