



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 2

### 2026

### TERM 1 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<b>SHARING IDEAS AND RESPONDING TO IMAGINATIVE TEXTS</b> Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.	<b>Assessment Technique – Presentation/Performance</b> Sharing ideas and responding to imaginative texts
MATHS	<b>NUMBER</b> <ul style="list-style-type: none"><li>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</li></ul> <b>SPACE</b> <ul style="list-style-type: none"><li>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</li></ul> <b>STATISTICS</b> <ul style="list-style-type: none"><li>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.</li></ul>	<b>Assessment Technique – Short Response</b> Locating features and using maps  <b>Assessment Technique – Statistical Investigation</b> Using data to answer a questions
SCIENCE	<b>CHEMICAL SCIENCES</b> Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed. Students investigate physically changing materials to suit purposes, asking questions such as: 'What material best suits a specific purpose and why?' or 'How can different materials be physically changed in similar ways?' They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts. Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent, using digital tools as appropriate, ways a material can be physically changed, for example: creating a collage or wallpaper with images and action words.	<b>Assessment Technique – Experimental Investigation</b> Investigating ways to physically change materials
HASS	<b>PRESENT CONNECTIONS TO PLACES</b> <i>How are people connected to their place and other places?</i> In this unit, students: <ul style="list-style-type: none"><li>draw on representations of the world as geographical divisions and the location of Australia</li><li>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</li><li>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</li><li>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</li><li>represent connections between places by constructing maps and using symbols</li><li>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</li><li>respond with ideas about why significant places should be preserved and how people can act to preserve them.</li></ul>	<b>Assessment Technique – Investigation</b> Students conduct an inquiry to answer the following question: How are people connected to their place and other places?
PROGRAM ACHIEVE	Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will discuss the difference between a fixed and growth mindset, and develop their confidence, resilience and adaptability when persisting with tasks. Students will practise acceptance of others and the use of friendly actions in order to make friends.	<b>Monitoring Observations</b>