Springfield Central State School
Year 2
2026
Term 2 Overview

LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	**UNDERSTANDING AND CREATING INFORMATIVE TEXTS** Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.	**Assessment Technique - Extended Response** Create a written and multimodal information report **Assessment Technique - Observed Demonstration** Read, view and comprehend a simple imaginative text
MATHS	Students further develop proficiency and positive dispositions towards mathematics and its use as they: **NUMBER** • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, 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 • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling **MEASUREMENT** • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.	**Assessment Technique – Test/Examination** Using a calendar and reading time on an analog clock **Assessment Technique – Short Answer Response** Partitioning and renaming two- and three- digit numbers and using mathematical modelling to solve a problem
SCIENCE	**EARTH AND SPACE SCIENCES** Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students engage with ways people use patterns in the movement of celestial objects, for example: helping with navigation, or making predictions about future appearances of stars and comets, planetary alignments or meteor showers. Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day, and further develop their use of scientific vocabulary to describe observed patterns.	**Assessment Technique – Short Response** To identify and describe celestial objects and predictable patterns in the sky.
HASS	**PRESENT CONNECTIONS TO PLACES** *How are people connected to their place and other places?* In this unit, students: • 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.	**Assessment Technique – Investigation** Students will explore the following inquiry 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.	**Monitoring** Observations