



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 2

2025

TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	EXPRESSING OPINIONS Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	Assessment Technique – Spoken Presentation Students will share a spoken text with their peers to express a preference
MATHS	NUMBER, SPACE AND MEASUREMENT NUMBER <ul style="list-style-type: none">identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of timebuild a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths)compare and classify shapes, describing features using formal spatial termsuse and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arraysuse mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutionsrecognise that mathematics can be used to investigate things students are curious about, to solve practical problems and model everyday situations, describing thinking and reasoning using familiar mathematical language SPACE <ul style="list-style-type: none">use uniform units to measure, compare and discuss the attributes of shapescompare and classify shapes, describing features using formal spatial terms MEASUREMENT <ul style="list-style-type: none">use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass	Assessment Technique Short response Representing fractions and comparing, classifying and measuring shapes Project Using mathematical modelling to solve multiplicative problems
SCIENCE	OUT OF THIS WORLD 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 – Investigation Students will Identify celestial objects and describe patterns observed in the sky
HASS	IMPACTS OF TECHNOLOGY OVER TIME Inquiry question: How have changes in technology shaped our daily life? In this unit, students: <ul style="list-style-type: none">Investigate continuity and change in technology used in the home, for example, in toys or household productsCompare and contrast features of objects from the past and presentSequence key developments in the use of a particular object in daily life over timePose questions about objects from the past and presentDescribe ways technology has impacted on peoples' lives making them different from those of previous generationsUse information gathered for an investigation to develop a narrative about the past.	Assessment Technique - Short response Impacts of technology over time
PROGRAM ACHIEVE	Students engaged 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 focus on their own wellbeing and learn how to describe different feelings within themselves and others. Students will explore how to recognise the physical symptoms of when they feel angry, sad or worried and develop strategies for managing these emotions.	Monitoring Observations