



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 2

### 2026

## TERM 3 OVERVIEW



| LEARNING AREA  | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                           |
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| ENGLISH        | <p><b>EXPRESSING OPINIONS</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                            | <p><b>Assessment Technique</b></p> <p><b>Spoken Presentation</b></p> <p>Students will share a spoken text with their peers to express a preference</p>                                                                                                                                                                                                               |
| MATHS          | <p><b>NUMBER, SPACE AND MEASUREMENT</b></p> <p><i>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</i></p> <p><b>Number</b></p> <ul style="list-style-type: none"><li>identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time</li><li>build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths)</li><li>use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays</li><li>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</li><li>recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.</li></ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>compare and classify shapes, describing features using formal spatial terms</li><li>use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass</li></ul> | <p><b>Assessment Technique - Short response</b></p> <p>Identify and represent halves, quarters and eighths. They will compare and classify shapes. Students will measure and compare length, mass and capacity of shapes and objects.</p> <p><b>Assessment Technique - Project</b></p> <p>Use mathematical modelling to solve practical multiplicative problems.</p> |
| SCIENCE        | <p><b>PHYSICAL SCIENCES</b></p> <p>Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way.</p> <p>Students engage in guided discussions regarding how sound is used in everyday applications, such as: how music can be understood as patterns of sounds and how to use their body or instruments to create music; how traditional musical instruments are used by Aboriginal peoples and Torres Strait Islander peoples to produce unique sounds; examples of toys and digital tools that are voice activated; how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others. As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.</p>                                                                                                                                                                                                      | <p><b>Assessment Technique Investigation</b></p> <p>Explore how sounds are made and how sound energy causes objects to vibrate.</p>                                                                                                                                                                                                                                  |
| HASS           | <p><b>IMPACTS OF TECHNOLOGY OVER TIME</b></p> <p>Inquiry question: How have changes in technology shaped our daily life?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>Investigate continuity and change in technology used in the home, for example, in toys or household products</li><li>Compare and contrast features of objects from the past and present</li><li>Sequence key developments in the use of a particular object in daily life over time</li><li>Pose questions about objects from the past and present</li><li>Describe ways technology has impacted on peoples' lives making them different from those of previous generations</li><li>Use information gathered for an investigation to develop a narrative about the past.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Assessment Technique - Short response</b></p> <p>Inquiry question: How have changes in technology shaped our daily life?</p>                                                                                                                                                                                                                                   |
| ROCK AND WATER | <p>Students will explore the concepts of 'Rock' (standing firm, making strong choices) and 'Water' (being flexible, adapting to situations) to help them navigate everyday challenges at school and beyond.</p> <p>Through a series of interactive activities, games, and discussions, students will learn to:</p> <ul style="list-style-type: none"><li>Recognise and manage their emotions</li><li>Develop positive communication and social skills</li><li>Stand strong in their values while showing respect for others</li><li>Use strategies to stay calm and make safe choices in challenging situations</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Monitoring Observations</b></p>                                                                                                                                                                                                                                                                                                                                |