



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 2 2024

TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>EXPRESSING OPINIONS WITH REASONS</p> <p>In this unit, students engage with a variety of texts including print and digital stories, short films and animations, non-fiction, multimodal and dramatic performances. Texts may include topics of interest and topics from other learning areas.</p> <p>Students will engage in discussions and express opinions in response to questions. They will provide reasons to support their opinions.</p> <p>Students will create a text to express and share a personal opinion.</p>	<p>Assessment Techniques –</p> <p>Observed Demonstration – Spoken – Express an opinion</p> <p>Extended Response – Written– Express an opinion</p>
MATHS	<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none"> ▪ recall addition number facts ▪ identify related addition and subtraction facts ▪ add and subtract with 2-digit and 3-digit numbers ▪ use place value to solve addition and subtraction problems ▪ represent multiplication and division ▪ connect multiplication and division <p>FRACTIONS AND DECIMALS</p> <ul style="list-style-type: none"> ▪ identify halves, quarter and eights of shapes and collections <p>LOCATION AND TRANSFORMATION</p> <ul style="list-style-type: none"> ▪ identify half and quarter turns ▪ represent flips and slides <p>CHANCE</p> <ul style="list-style-type: none"> ▪ explore the language of chance ▪ make predictions based on data displays <p>DATA REPRESENTATION AND INTERPRETATION</p> <ul style="list-style-type: none"> ▪ identify questions of interest based on one categorical variable ▪ gather data relevant to a question ▪ organise and represent data ▪ interpret data displays 	<p>Assessment Technique – Test/Examination</p> <p>Representing Data and Chance Assessment</p> <p>Turns, Slides and Flips Assessment</p> <p>Counting, Multiplying and Dividing Assessment</p>
SCIENCE	<p>SAVE PLANET EARTH</p> <p>In this unit, students will investigate Earth's resources. They will describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students will use informal measurements to record observations from experiments and use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources. They will share their ideas in a presentation.</p>	<p>Assessment Technique – Short answer response</p> <p>- Earth's Resources</p>
HASS	<p>IMPACTS OF TECHNOLOGY OVER TIME</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"> • Investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past. 	<p>Assessment Technique – Short answer response</p> <p>- Impacts of technology over time</p>
PROGRAM ACHIEVE	<p>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 engage in activities designed to build resilience and gain coping skills to prevent and resolve conflict. Students will identify events which require resilience and describe emotional responses of themselves and others. They will learn about perseverance and how to become adaptable with unfamiliar tasks.</p>	<p>Monitoring Observations</p>