



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 2

2025

TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>UNDERSTANDING AND CREATING NON-FICTION TEXTS</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Assessment Technique - Extended Response</p> <p>Create a written and multimodal information report</p>
MATHS	<p>NUMBER AND ALGEBRA</p> <ul style="list-style-type: none">recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical languageuse physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-whole reasoning and relational thinking to solve additive problemsuse 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 solutionscompare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling <p>MEASUREMENT</p> <ul style="list-style-type: none">use uniform units to measure, compare and discuss the duration of events and reads time on an analog clock to the hour, half hour and quarter hour	<p>Assessment Technique – Test/Examination</p> <p><u>Measurement</u></p> <p>Using a calendar and reading time on an analog clock</p> <p><u>Number and Mathematical Modelling</u></p> <p>Partitioning and renaming two- and three- digit numbers and using mathematical modelling to solve a problem</p>
SCIENCE	<p>EXPLORING SOUND</p> <p>In this unit students will explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate. They will describe how people use science in their daily lives, including using patterns to make scientific predictions.</p> <p>Students will make and record observations, including informal measurements, using digital tools as appropriate. They will sort and order data and information and represent patterns, including with provided tables and visual or physical models. Students will write and create texts to communicate observations, findings and ideas, using every day and scientific vocabulary.</p>	<p>Assessment Technique – Experimental Investigation</p> <p>Identifying and describing how sounds are produced and used within our lives.</p>
HASS	<p>PRESENT CONNECTIONS TO PLACES</p> <p><i>How are people connected to their place and other places?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none">draw on representations of the world as geographical divisions and the location of Australiarecognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from anotheridentify 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 scaleunderstand 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 accessibilityrepresent connections between places by constructing maps and using symbolsexamine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connectionsrespond with ideas about why significant places should be preserved and how people can act to preserve them.	<p>Assessment Technique – Investigation</p> <p>Students will explore the following inquiry question – <i>How are people connected to their place and other places?</i></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 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.</p>	<p>Monitoring Observations</p>