



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 2

2024

TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>UNDERSTANDING AND DEVELOPING NON-FICTION TEXTS</p> <p>Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas.</p> <p>Students explore how texts are organised differently and how authors use language features related to purpose.</p> <p>Students use these texts to create a report and a short multimodal presentation to share with an audience.</p> <p>READING AND COMPREHENSION</p> <p>Students will demonstrate reading accuracy and respond orally to comprehension questions.</p>	<p>Assessment Technique - Extended Response</p> <p>Create and share a multi-modal presentation to peers</p> <p>Read a text and respond to comprehension questions orally</p>
MATHS	<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none"> perform simple addition and subtraction calculations using a range of strategies recognise and represent multiplication as repeated addition, groups and arrays <p>MONEY AND FINANCIAL MATTERS</p> <ul style="list-style-type: none"> count coin collections identify equivalent combinations identify \$5 and \$10 notes count small collections of coins and notes <p>PATTERNS AND ALGEBRA</p> <ul style="list-style-type: none"> investigate number sequences initially those increasing and decreasing by twos, threes, fives and tens from any starting point then moving to other sequences infer pattern rules from familiar number patterns identify missing elements in counting patterns solve simple number pattern problems <p>USING UNITS OF MEASUREMENT</p> <ul style="list-style-type: none"> compare area of shapes and surfaces compare and order mass and capacity compare and order length of objects measure area with informal units <p>LOCATION AND TRANSFORMATION</p> <ul style="list-style-type: none"> interpret simple maps of familiar locations describe 'bird's-eye view' use appropriate language to describe locations use simple maps to identify locations of interest 	<p>Assessment Technique – Test/Examination</p> <p>Ordering shapes and objects using informal units</p> <p>Recognising the value of money and performing simple addition</p> <p>Investigating simple maps of familiar locations (Guided Inquiry)</p>
SCIENCE	<p>TOY FACTORY</p> <p>Students investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement.</p>	<p>Assessment Technique – Experimental Investigation</p> <p>Make an object and compare observations about movements</p>

<p>HASS</p>	<p>PRESENT CONNECTIONS TO PLACES <i>How are people connected to their place and other places?</i> In this unit, students:</p> <ul style="list-style-type: none"> • 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. 	<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>
<p>PROGRAM ACHIEVE</p>	<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>