**Year Two 2022 Curriculum & Assessment Plan ENGLISH**

| **Semester One** | **Semester Two** |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE**  | **Imaginative focus: Stories – Times, Places and Feelings**Texts: *Fang Fang, Lucy Goosey, Mad Magpie*Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures Discuss the characters and settings of different texts and explore how language is used to present these features in different waysCreate events and characters using different media that develop key events and characters from literary texts Innovate on familiar texts by experimenting with character, setting or plot  | **Information and Persuasive focus: Class Mascot** Texts: *Animal reports – chosen animals**Model argument – Peregrine Falcons vs Northern-blossom bats as a class mascot.*Identify the audience of imaginative, informative and persuasive texts Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose  | **Genre focus: Procedures and instructions**Texts: various recipesCreate short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriatelyRehearse and deliver short presentations on familiar and new topics  | **Imaginative focus: Character reactions and feelings**Texts: *Harry the Dirty Dog* seriesDiscuss the characters and settings of different texts and explore how language is used to present these features in different ways Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences Innovate on familiar texts by experimenting with character, setting or plot Create events and characters using different media that develop key events and characters from literary texts  | Information and Persuasive focus: Comparison and ReasoningTexts: *Jack and the Beanstalk, The Hungry Giant, The Smartest Giant in Town*Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created Identify the audience of imaginative, informative and persuasive texts Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose  | **Genre focus: Poetry and Group Performance**Texts: various selected poemsIdentify aspects of different types of literary texts that entertain, and give reasons for personal preferences Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately  |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**1. Preparing and reading
* Engage and interpret stories and retells
* Prepare and read whole text
* Discuss themes
1. Detailed Reading
* Recognise and comprehend patterns of literary language
* Highlight literary language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use the same language patterns to write story stages (inc phases)
1. Joint Construction
* Use well written models of text
* Reconstruct stages and phases of retell
 | **R2L Teaching Cycle: Factual/Text response**1. Preparing and Reading
* Read and interpret literary and visual texts
* Paragraph-by-paragraph reading
* Make notes
1. Detailed Reading
* Recognise descriptive and evaluative language patterns from the model responses
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentencs
* Practise spelling and writing
1. Rewriting
* Use language patterns to write a new texts
1. Joint Construction
* Reconstruct models of report and text response
* Write well organised reports and arguments
 | **R2L Teaching Cycle: Factual/ Description**1. Preparing and Reading
* Learn field knowledge – recipes
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentencs
* Practise spelling and writing
1. Rewriting
* Innovate on noun groups
* Write new sentences
1. Joint Construction
* Create an original recipe
* Present orally with props
 | **R2L Teaching Cycle: Story**1. Preparing and reading
* Prepare and read whole texts
* Discuss themes and aesthetics
1. Detailed Reading
* Recognise and comprehend patterns of literary language
* Highlight literary language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use the same language patterns to write a a new event/ setting/ character
1. Joint Construction
* Reconstruct stages and phases of stories Use well written models of stories
* Publish original story
 | **R2L Teaching Cycle: Factural/Text Response**1. Preparing and Reading
* Prepare and read whole text
* Read and interpret themes and aesthetics in literary and visual texts
* Discuss and make notes
1. Detailed Reading
* Recognise descriptive and evaluative language patterns using key paragraphs and images from the model response
* Highlight key content from the text and images
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use language patterns to write a new text, fousing on themes and aesthetics
1. Joint Construction
* Describe images and argue for best fit
 | **R2L Teaching Cycle: Factual (description)**1. Preparing and Reading
* Explore structures, moods and themes
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to highlight poetic effect
* Practise spelling and writing
1. Rewriting
* Make notes – annotate script for performance
1. Joint Construction
* Reconstruct stages and phases in group performacne
 |
| **ASSESSMENT** | **Summative assessment:*** Reading comprehension – story elements
* Written - Innovation on the story pattern
 | **Summative assessment:*** Written - scientific report with labelled diagram
* Written – exposition focused on evaluative words
 | **Summative assessment:*** Spoken multimodal presentation – original recipe
 | **Summative assessment:*** Multi-modal/ Writing task:

Write an imaginative narrative based on a familiar character | **Summative assessment:*** Reading comprehension
* Written - report on the plot, appearance and feelings of a character
* Written – persuasive letter (advice with reasons)
 | **Formative assessment:*** Spoken - Group poetry presentation
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|  | **School moderation** | **Cluster Moderation**  | **School moderation** | **School Moderation** | Cluster moderation | **School moderation** |
|  | **ACHIEVEMENT STANDARD** | Receptive modes (listening, reading and viewing)By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.Productive modes (speaking, writing and creating)When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters. | Receptive modes (listening, reading and viewing)By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.Productive modes (speaking, writing and creating)When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters. |

**MATHEMATICS**

| **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
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|  | **KA** | **COUNTING CAPERS** | **IN THE TOYSHOP WINDOW: PURCHASE** | **UNDERSTANDING TIME: SCHEDULE IMPORTANT DATES ON THE CALENDAR** | **ADDING AND SUBTRACTING NUMBERS** | **COMPARE THEM!** | **SECRET NUMBER** | **REPRESENTING CHANCE AND DATA** | **WHAT MATHS IS USED TO DECORATE THE CLASSROOM?** |
| **MATHEMATICS 5h/w** | **CURRICULUM KNOWLEDGE**  | **Unit 1****Using units of measurement** - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.**Number and place value** - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-wholewhole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.**Data representation and interpretation** - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.**Chance -** Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. | **Unit 2****Shape** - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.**Number and place value** - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.**Patterns and algebra** - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.**Fractions and decimals** - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.**Using units of measurement** - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.**Location and transformation** - 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.**Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes. | **Unit 3****Number and place value** - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections.**Fractions** - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.**Using units of measurement** - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars**.****Location and transformation** - describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations.**Money and financial mathematics -** count collections of coins and notes, make and compare money amounts, read and write money amounts. | **Unit 4****Data representation and interpretation** – Use data to answer questions, represent data.**Chance** - explore the language of chance, make predictions based on data displays.**Shape –** draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects.**Number and place value** - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.**Using units of measurement -** directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.**Location and transformation** - identify half and quarter turns, represent flips and slides, interpret simple maps.**Fractions and decimals** - identify halves, quarter and eights of shapes and collections. |
| **SKILL DEVELOPMENT** | * Days of the week
* Counting 2s, 5s, 10s
* Months of the year
* Number facts
* Operations
* Number patterns
 |  | * 2D and 3D shapes
* Measurement
* Two-digit numbers
* Counting in 3s
* Money
* Number facts
* Operations
* Time Number facts
* Operations
* Seasons
 |  | * Counting in 5s
* Fractions – wholes/ halves
* Counting in 1s, 2s, 10s
* Measurement
* Money
* Seasons
* Number facts
* Operations
* 2D shapes
* Chance
 |  | * NAPLAN preparation
* Chance
* Addition facts
* Measurement
* Data
* Shape -3D shapes
* Number facts
* Operations
* Fractions ½, ¼, 1/8
 |  |
| **ACHIEVEMNET STANDARDS** | Students interpret simple maps of familiar locations. Students make sense of collected information. They perform simple addition and subtraction calculations using a range of strategies. Students collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) from relevant questions to create lists, tables and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs). | Students associate collections of Australian coins with their value. Students identify the missing element in a number sequence. They interpret simple maps of familiar locations. They perform simple addition and subtraction calculations using a range of strategies. They tell time to the quarter hour. | By the end of Year 2, they represent multiplication by grouping into sets. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They use a calendar to identify the date and the months included in seasons.  | By the end of Year 2, Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. They draw two- dimensional shapes. They describe outcomes for everyday events. Students collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) from relevant questions to create lists, tables and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs). |
| **ASSESSMENT** | **Formative assessment** * Monitoring tasks- Counting
 | **Summative assessment*** Describing outcomes of everyday events
* Adding and subtracting numbers
* Short answer questions

**AT: Counting and calculating -** Students count to and from 1000 and perform addition and subtraction problems using a range of strategies.**AT: In the toyshop window -** Students collect, represent and describe simple, single-variant data. **AT: Chance mathematical guided inquiry** *(optional)* **-** Students use simple strategies to reason and solve a chance inquiry question. | **Summative assessment:*** Identifying and describing patterns
* Understanding time.
 | **Formative assessment:*** Interpreting simple maps of familiar locations
* Adding and subtracting numbers
* Chance and location

**AT: Additive number patterns and time** Students recognise and continue describe additive number patterns. They tell time to the quarter hour.**AT: Money and additive concepts** – Students associate collections of Australian notes and coins with their values. To solve simple addition and subtraction problems using a range of strategies.**AT: Location mathematical guided inquiry** *(optional)*Students use simple strategies to reason and solve a location inquiry question. | **Formative assessment*** Compare - Order
* Short answer questions
 | **Summative assessment*** Strategies for counting large
* Short answer questions
* Money and calendars

**AT: Count, multiply and divide**Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths. **AT: Compare them! Order them!** Students measure, compare and order several objects using uniform informal units.**AT: Seasons and calendars -** Students use a calendar to identify dates and the months included in seasons. **AT: Number mathematical guided inquiry** *(optional)*Students use simple strategies to reason and solve a number inquiry question. | **Summative assessment:*** Representing data and chance
* Short answer questions
* Solving number problems
 | **Formative assessment*** Times, flips and slides
* Short answer questions
* Location and transformation

**AT: Representing data and chance** Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.**AT: Shapes, objects and transformations**Students draw two-dimensional shapes, recognise the features of three-dinensional objects and explain the effects of one-step transformations.**AT: Number and location mathematical guided inquiry** *(optional)*Students use strategies to reason and solve a number and location inquiry question. |

 **Grade 1 and 2 STEM - Rotation B**

| Semester 1 | **Semester 2** |
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| **STEM**  | **Science****SCIENCE** **Curriculum Knowledge**  | **What’s my mixture?** | **Which of Earth’s resources is precious to you?** |
| **Chemical Science-** Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials.  | **Earth and Space Science -** Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives.**Excursion- SEQ waters- Winenhoe dam/ Mt Crosby water plant** |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria* effects and description of different uses when interacting with materials and resources
* Science involves observing, asking questions about, and describing changes in, objects and events
* Pose and respond to questions, and make predictions about familiar objects and events
* Participate in guided investigations to explore and answer questions
* Compare observations with those of others
* Represent and communicate observations and ideas in a variety of ways
 | Tasks and activities for this unit will cover th following assessment criteria* different uses of resources in local environments
* responding to questions and making predictions about experiences and making of predictions about the outcomes of investigations
* communication of ideas in a variety of ways
 |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** |
| **STEM**  | **Technologies** | **What gets a computer to work?****Digital Technologies- Computers - Handy helpers**Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning. | **Can you create a toy that moves?****Design and Technologies- Engineering principles and systems**Students explore how technologies use forces to create movement in products. They design and make a toy for a small child that is fun and easy to use. Students apply processes and production skills. (Science Unit – Physical Science- A push or a pull affects how an object moves or changes shape ) |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria* Recognise and explore digital systems (hardware and software components) for a purpose
* Recognise and explore patterns in data and represent data as pictures, symbols and diagrams
* Collect, explore and sort data, and use digital systems to present the data creatively
* Explore how people safely use common information systems to meet information, communication and recreation needs
* Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments
 | Tasks and activities for this unit will cover the following assessment criteria* Explore how technologies use forces to create movement in products
* Explore needs or opportunities for designing, and the technologies needed to realise designed solutions
* Generate, develop and record design ideas through describing, drawing and modelling
* Use materials, components, tools, equipment and techniques to safely make designed solutions
* Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment
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| ***Assessment of student learning will be gathered from completing a Digital Technologies portfolo.*** | ***Assessment of student learning will be gathered from completing a Design and Technologies portfolo.*** |

**HASS and Arts**

| **Semester 1** | **Semester 2** |
| --- | --- |
| **HUMANITIES AND SOCIAL SCIENCES 45 m/w** | **KA** | **Unit 1: My world is different from the past (A Year)**Inquiry questions: How have things changed for my school, and how can we find out? | **Unit 2: The weather affects how you live (A Year Program)**Inquiry questions: What impact does weather have on the way we live in Brisbane? |
| **CURRICULUM KNOWLEDGE**  | In this unit, students:* identify and describe important dates and changes in familiar contexts
* compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences
* respond to questions about the recent past
* sequence and describe events of personal significance using terms to describe the passing of time
* examine sources, such as images, objects and family stories, that have personal significance
* share stories about the past..
 | In this unit, students:* draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops
* recognise that the features of places can be natural, managed or constructed
* identify and describe the natural, constructed and managed features of places
* examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
* represent local places using pictorial maps and describe local places using the language of direction and location
* respond to questions to find out about the features of places, the activities that occur in places and the care of places
* collect and record geographical data and information, such as observations and interviews to investigate a local place
* reflect on learning to respond to questions about how features of places can be cared for.
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| **ACHIEVEMNET STANDARDS** | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time. |
| **ASSESSMENT** | Assessment task:Stimulus activity about reading time and sources*Research project finding and using sources to work out the age of some buildings in the school* | Assessment task:Stimulus activies to describe features of places and weather*Research project discovering the impact of weather on how we use this place and what we do to care for it* |
| **THE ARTS 1h/w (plus 30m Music)** | **CURRICULUM KNOWLEDGE**  | **U1 – Visual Arts – Up Down And Around (C2C v8 U2)**In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. Students will:* explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks
* experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places
* display artworks and share ideas about emotive visual language choices they made in their artworks
* describe and interpret artists’ personal connection to place.
 | **U2 - Visual Arts - Multicultural Festival*** Make and respond to art displays by exploring photographs and pictures from cultural stories
* Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends
* Respond to own and others’ art work and consider where and why people make art displays.
 | **U3 - Drama – Stories Come to Life (C2C v8 U5)**In this unit, students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.Students will:* explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama
* use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories
* present drama that communicates ideas, including stories from their community, to an audience
* respond to drama and consider where and why people make drama.
 | **U4 – Media Arts – Look Again (C2C v8 U1)**In this unit, students explore manipulation and representation of self.Students will:* explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities
* experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects)
* present manipulated images in digital or print form to share understanding of generational relationships

describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples |
| **ACHIEVEMNET STANDARDS** | By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. | By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.Students make and share media artworks using story principles, composition, sound and technologies.  |
| **ASSESSMENT** | Formative assessment – Teacher observations, checklistsSummative assessment - Displayed art work | Formative assessment - Work samples, teacher observations, checklistsSummative assessment – Displayed art work | Foramtive assessment – Teacher observations and checklistsSummative assessment – Performances (group and ind) | Formative assessment – Teacher observations, checklistsSummative assessment - Indivivual future media portrait presentation |
|  | **Music**Students communicate about the music they listen to, make and perform and where and why people make musicStudents improvise, compose, arrange and perform music* They demonstrate aural skills by staying in tune and keeping in tune when they sing and play
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 |
| Formative only | Assessment: Compose 4x4beat rhythms then perform.Then, improvise a rhythm over my beat, using learnt rhythms.. | Formative only | Assessment: Learn a piece of music in a group.Arrange it by singing the words, timenames and solfa, and canon in the arrangement of your choice. |

**HEALTH AND PHYSICAL EDUCATION**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **CURRICULUM KNOWLEDGE**  | Swimming Unit 1Introduction to OrienteeringCross Country Preparation | AthleticsIntroduction to AthleticsCross Country Preparations | Gross Motor Program | Swimming Unit 2Foundation Life SavingBall Games Unit |
| **ACHIEVEMNET STANDARDS** | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. |
| **ASSESSMENT** | **Assessment:** Observations/checklists | **Assessment:** Observations/checklists | **Assessment:** Observations/checklist | **Assessment:** Observations/checklists |
|  | **U1 - Good friends*** Explore the impact of positive social interaction on self-identity.
* Investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities.
* Learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.
* Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.
* Investigate a range of strategies to resolve conflict and increase resilience.
* Investigate strategies for managing friendships.
 | U2 - Feeling Safe* Explore risk taking behaviours, their rights and responsibilities and decision making strategies.
* Explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.
* Determine the difference between feeling safe and unsafe.
* Develop an awareness of the environment by recognising safety clues.
* Investigate strategies to reduce bullying and promote positive interaction.
* Examine their school culture and determine how they contribute towards a positive school culture.
 | U3 - Healthy futures* Explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.
* Explore sustainability practices that demonstrate respect for the environment.
* Make connections between sustainability and personal health.
* Investigate sustainable practices in the classroom.
* Explore the similarities between community, classroom and school sustainable practices.
* Discuss how being outdoors supports the different dimensions of health.
* Participate in a range of outdoor activities with other students.
 | U4 - I am healthy and active* Investigate the concepts of physical activity and sedentary behaviours.
* Examine the benefits of physical activity and investigate ways to increase physical activity
* Explore strategies to stay healthy and active
* Examine the concept of sedentary behaviour and how to reduce inactivity
* Investigate strategies to increase physical activity levels and improve health and wellbeing
* Examine how personal identities can be strengthened in challenging situations
* Participate in games and physical activities to experience health and wellbeing benefits.
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|  | **Assessment:** Observations/checklists | **Assessment:** Observations/checklists | **Assessment:** Observations/checklist | **Assessment:** Observations/checklists |
| **Excursion** |  | Investigating Toys at Queensland Museum | Incursion- Bugs Ed |  |