Semester One | Semester Two

ENGLISH 7h/w

CURRICULUM KNOWLEDGE

Imaginative focus: Stories – Times, Places and Feelings	Information and Persuasive focus: Class Mascot	Genre focus: Procedures and instructions	Imaginative focus: Character reactions and feelings	Information and Persuasive focus: Comparison and Reasoning	Genre focus: Poetry and Group Performance
Texts: *Sumi's first day at school ever, Miss Lily's Fabulous Pink Feather Boa, KooKoo Kookaburra* 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 ways Create 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	Texts: *Animal reports – chosen animals Model argument – Emus vs Echidnas* 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	Texts: various recipes 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 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 Rehearse and deliver short presentations on familiar and new topics	Texts: *Old Tom series* Discuss 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	Texts: *Cinderella, The Paperbag Princess, Princess Beatrice and the Rotten Robber* 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	Texts: various selected poems Identify 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	R2L Teaching Cycle: Factual/Text response	R2L Teaching Cycle: Factual/ Description	R2L Teaching Cycle: Story	R2L Teaching Cycle: Factual/Text Response	R2L Teaching Cycle: Factual (description)
1. Preparing and reading • Engage and interpret stories and retells • Prepare and read whole text • Discuss themes 2. Detailed Reading • Recognise and comprehend patterns of literary language • Highlight literary language patterns 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use the same language patterns to write story stages (inc phases) 5. Joint Construction • Use well written models of text • Reconstruct stages and phases of retell	1. Preparing and Reading • Read and interpret literary and visual texts • Paragraph-by-paragraph reading • Make notes 2. Detailed Reading • Recognise descriptive and evaluative language patterns from the model responses 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use language patterns to write a new texts 5. Joint Construction • Reconstruct models of report and text response • Write well organised reports and arguments	1. Preparing and Reading • Learn field knowledge – recipes 2. Detailed Reading • Highlight key information from the text and discuss in depth 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentencs • Practise spelling and writing 4. Rewriting • Innovate on noun groups • Write new sentences 5. Joint Construction • Create an original recipe • Present orally with props	1. Preparing and reading • Prepare and read whole texts • Discuss themes and aesthetics 2. Detailed Reading • Recognise and comprehend patterns of literary language • Highlight literary language patterns 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use the same language patterns to write a a new event/ setting/ character 5. Joint Construction • Reconstruct stages and phases of stories Use well written models of stories • Publish original story	1. Preparing and Reading • Prepare and read whole text • Read and interpret themes and aesthetics in literary and visual texts • Discuss and make notes 2. 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 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use language patterns to write a new text, fousing on themes and aesthetics 5. Joint Construction • Describe images and argue for best fit	1. Preparing and Reading • Explore structures, moods and themes 2. Detailed Reading • Highlight key information from the text and discuss in depth 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to highlight poetic effect • Practise spelling and writing 4. Rewriting • Make notes – annotate script for performance 5. Joint Construction • Reconstruct stages and phases in group performacne

ASSESSMENT

Summative assessment:	Summative assessment:	Summative assessment:	Summative assessment:	Summative assessment:	Formative assessment:
• Reading comprehension – story elements • Written - Innovation on the story pattern	• Written - scientific report with labelled diagram • Written – exposition focused on evaluative words	• Spoken multimodal presentation – original recipe	• Multi-modal/ Writing task: Write an imaginative narrative based on a familiar character	• Reading comprehension • Written - report on the plot, appearance and feelings of a character • Written – persuasive letter (advice with reasons)	• Spoken - Group poetry presentation
School moderation	Cluster Moderation	School moderation	School Moderation	Cluster moderation	School moderation

Semester One	Semester Two
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.

ACHIEVEMENT STANDARD

		TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
	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	Unit 2	Unit 3	Unit 4
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-whole whole 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.	**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.	**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.	**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

ACHIEVEMENT 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 from relevant questions to create lists, tables and picture graphs.	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 from relevant questions to create lists, tables and picture graphs.

TERM 1		TERM 2		TERM 3		TERM 4	
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-dimensional 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.

STRIVE. CREATE. ACHIEVE

Grade 2 STEM – Rotation A

		Term 1	Term 2	Term 3	Term 4
STEM 1.5 h/w	**Science**	**Materials**	**Light and Sound**	**Exploring Growth**	**Save Planet Earth**
		Chemical Science- Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.	**Physical Science-** Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life.	**Biological Science -** Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. **Excursion – Lone Pine**	**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.
	Assessment	Tasks and activities for this unit will cover th following assessment criteria - effects of interacting with materials and objects - responding to questions and making predictions about experiences and making of predictions about the outcomes of investigations - participation in guided investigations of everyday phenomena and following of instructions to: record, represent and compare observations - communication of ideas in a variety of ways	Tasks and activities for this unit will cover th following assessment criteria - objects and events encountered in everyday lives - responding to questions and making predictions about experiences and making of predictions about the outcomes of investigations - participation in guided investigations of everyday phenomena and following of instructions to: record, represent and compare observations - communication of ideas in a variety of ways	Tasks and activities for this unit will cover th following assessment criteria - changes to living things - participation in guided investigations of everyday phenomena and following of instructions to: record, represent and compare observations - communication of 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.*	*Assessment of student learning will be gathered from completing a STEM portfolo.*	*Assessment of student learning will be gathered from completing a STEM portfolo.*

		Semester 1	Semester 2	Term 4
STEM 1.5 h/w		**Design and Technologies-** It's showtime! **Materials and technologies specialisations** Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a product (musical Instrument) with moving parts to use in a show. Students apply processes and production skills. (Science Unit — Material madness)	**Digital Technologies- Computers - Handy helpers** Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.	
	Assessment	Tasks and activities for this unit will cover th following assessment criteria - Explore the characteristics and properties of materials and components that are used to produce designed solutions - 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	Tasks and activities for this unit will cover the following assessment criteria - 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 - Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems - 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	
		Assessment of student learning will be gathered from completing a Design and Technologies portfolo.	*Assessment of student learning will be gathered from completing a Digital Technologies portfolo.*	

Semester 1		Semester 2	

HUMANITIES AND SOCIAL SCIENCES 1h/w

KA

UNIT 1: PRESENT CONNECTIONS TO PLACES	UNIT 2: IMPACTS OF TECHNOLOGY OVER TIME
HOW ARE PEOPLE CONNECTED TO THEIR PLACE AND OTHER PLACES?	*HOW HAVE CHANGES IN TECHNOLOGY SHAPED OUR DAILY LIFE?*

CURRICULUM KNOWLEDGE

In this unit, students: 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.	In this unit, students: 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.

ACHIEVEMNET STANDARDS

By the end of Year 2, students describe a site of significance in the local community and explain why places are important to people.. 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. Pose questions about familiar and unfamiliar places. They locate information from observations and from sources provided. They present and interpret information and data to identify a point of view and draw simple conclusions. They 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 communicate findings in a range of texts using language to describe direction, location.	By the end of Year 2, They identify how and why the lives of people have changed over time while others have remained the same.. Students pose questions about the past and familiar and unfamiliar objects.. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information to draw simple conclusions. They sequence familiar objects and events in order Students develop narratives about the past describe the passing of time.

ASSESMENT

Assessment task: **Present connections to places**	**Assessment task:** **Impacts of technology over time**

THE ARTS 1h/w

CURRICULUM KNOWLEDGE

U1 – Visual Arts – Up Down And Around (C2C v8 U2)	U2 - Visual Arts - Multicultural Festival	U3 - Drama – Stories Come to Life (C2C v8 U5)	U4 – Media Arts – Look Again (C2C v8 U1)
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.	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.	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.	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.

ASSESMENT

Formative assessment – Teacher observations, checklists **Summative assessment - Displayed art work**	**Formative assessment - Work samples, teacher observations, checklists** **Summative assessment – Displayed art work**	**Foramtive assessment – Teacher observations and checklists** **Summative assessment – Performances (group and ind)**	**Formative assessment – Teacher observations, checklists** **Summative assessment - Indivivual future media portrait presentation**

Music Perform beat and rhythm on percussion instruments and learn about solfa sounds and hand signs. Discriminate, read and notate between sound and silence and move and perform to beat and changing temp on tunes and un-tunes percussion instruments.	**Music** Develop understanding of beat and rhythm work, beat/ rhythm on tuned percussion instruments, solfa sounds, handsign accompaniments and written notation. Discriminate, read and notate between sound and silence and move and perform to beat and changing temp on tunes and un-tunes percussion instruments.	**Music** Learn about rhythm on tuned percussion instruments, solfa sounds and hand signs, high/ low sounds, same/ different sounds, Instruments of the Orchestra (string family). Make and respond to music, exploring meaning and interpretation, form and elements and social and cultural context. Make evaluations of music, expressing what they like and dislike and respond to performances of songs and dance activities from the Torres Strait Islands.	**Music** Create, practise, present, respond and reflect using musical elements learned throughout the year. Make and respond to music, exploring meaning and interpretation, form and elements and social and cultural context. Make evaluations of music, expressing what they like and dislike and respond to performances of songs and dance activities from the Torres Strait Islands.
Assessment: Teacher observations, performing beat & rhythm on percussion instruments, Reading/ writing/ playing rhythms of known songs.	**Assessment:** Teacher observations – performing beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms of known songs.	**Assessment:** Teacher observations – performing beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms and melodies of known songs using solfa hand signs.	**Assessment:** Teacher observations – performing created beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms and melodies of known songs.

STRIVE. CREATE. ACHIEVE

	Term 1	Term 2	Term 3	Term 4
CURRICULUM KNOWLEDGE	**U1 - School based learn to swim & water safety program (C2C U1) Level 2** Develop and perform aquatic skills in a sequence that incorporates the elements of movement. Can prone float from the side (push and glide) for 4 metres or for 5 seconds. Can open the eyes under water and retrieve an object off the bottom in water 90 cm deep. Can grasp a stick or weighted rope offered by a rescuer and be pulled to the edge.	**U2 - Little athletes** Students develop the fundamental movement skills of running, hopping, and jumping through active participation in activities, games and movement challenges. Students: explore movement and examine the rules and procedures required for successful participation in physical activity develop and perform the fundamental movement skills of running, jumping, and hoping and apply them in simple activities, races and games apply the fundamental movement skills of running, jumping, hopping to solve movement challenges **Games for infant carnival** Students develop locomotor and object control skills. They experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges. Students: Discuss the body's reactions to participating in physical activities Perform fundamental movement skills Participate in games	**U3 – Whats your target? (C2C U4)** In this unit students perform and refine fundamental movement skills (instep pass, punt kick, rugby pass, hand strike, batting off a T, catching large and small balls) and use them to solve movement challengers. They apply strategies for working cooperatively and apply rules fairly. Examine positive ways to interact with other students Apply object control skills to solve movement challengers and games Perform object control skills in sequence whilst demonstrating understanding of under, over through and between people and equipment Investigate rules required to participate fairly in physical activities. Apply rules in simple games.	**U4 - School based learn to swim and water safety program Level 2** Develop and perform aquatic skills in a sequence that incorporates the elements of movement. Can prone float from the side (push and glide) for 4 metres or for 5 seconds. Can open the eyes under water and retrieve an object off the bottom in water 90 cm deep. Can grasp a stick or weighted rope offered by a rescuer and be pulled to the edge. Can Freestyle kick correctly without a board and with the head down, blowing bubbles and eyes open for 6 metres. Can, using a floating aid, float on his her back for 30 seconds & return to the edge without touching the bottom. Will, while still holding the edge in water over head height, lower himself under the water & move along the edge.
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.
	Assessment: Observations/checklists	**Assessment:** Observations/checklists	**Assessment:** Observations/checklist	**Assessment:** Observations/checklists
Excursion		**Investigating Toys at Queensland Museum**	**Incursion- Bugs Ed**	

(Left vertical label: HEALTH AND PHYSICAL EDUCATION 2h/w)

STRIVE. CREATE. ACHIEVE