

# Year 2/3 Curriculum Map

## Term 1, 2025

### Information for Parents & Carers



#### English

##### *Sharing Ideas and Responding to Imaginative Texts*

**Teaching and Learning:** Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue (speech). They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations.

**Assessment:** Students will create a talk to share ideas about a character, including describing the character's traits, and express an opinion about the character with supporting reasons.

#### Maths

##### *Unit 1 – Number, Space & Statistics*

Over the course of Term 1, students will learn about and may be assessed on the following concepts:

- **Number & Algebra:** Using materials to represent numbers, partition and combine numbers flexibly; manipulate numbers by partitioning and regrouping using physical and virtual materials; recognising and describing the relationship between addition and subtraction; employing part-part-whole reasoning and relational thinking to solve additive problems; develop, extend and apply their addition and multiplication facts.
- **Space:** Locating and identifying positions on familiar two-dimensional representations, such as maps; and using familiar mathematical language to describe relative position and follow directions and pathways; explore maps and determine key features of familiar spaces and use these when creating spatial representations.
- **Statistics:** Building the foundations for and undertaking statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models; undertake a statistical investigations that are meaningful, allowing decision making about the use, representation and representation of data and findings.

#### Science

##### *Year 2 - Using Earth's Resources*

**Teaching and Learning:** In this unit students will 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.

##### *Year 3 – Spinning Earth*

**Teaching and Learning:** students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon.

#### Technology

##### *Year 2 - Handy Helpers*

Students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways and collect familiar data and display it to convey meaning.

##### *Year 3 – What's Your Waste?*

Students explain how the same data can be represented in different ways. They describe how information systems are used. Students collect and manipulate different data when creating information digital solutions. They safely use and manage information systems for identified needs using agreed protocols.

#### Humanities and Social Sciences (HASS)

##### *Year 2 – Impacts of Technology Over Time*

##### **Teaching and Learning:**

Students investigate continuity and change in technology used in the home, for example, in toys or household products. They describe ways technology has impacted on lives making them different from those of previous generations.

##### *Year 3 – Our Unique Communities*

**Teaching and Learning:** This semester, students will investigate the question 'How and why are ANZAC Day commemorations significant for different groups?' Through this investigation, students will learn about individuals, events and aspects of the past; points of view about different celebrations and commemorations; and contributions and participation of others in events.

#### The Arts

##### *Shopping fun!*

##### **Teaching and**

**Learning:** In this unit, students make and respond to drama by exploring the theme of shopping.

**Assessment:** Students respond to, make and perform drama based on the theme of shopping.

#### Health & Physical Education

##### **HEALTH**

##### *Year 2 – My classroom is healthy, safe and fun*

**Teaching and Learning:** Students investigate the concept of what health is and the foods and activities that make them healthy.

##### *Year 3 – Feeling Safe*

**Teaching and Learning:** Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.

##### **PHYSICAL EDUCATION**

##### *Year 2 – They keep me rolling*

**Teaching & Learning:** In this unit, students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles.

##### *Year 3 – Scoot Scoot*

**Teaching & Learning:** Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques.