

Year 2 Curriculum Map

Term 4, 2025

Information for Parents & Carers



English

Engaging with Narrative Texts

Teaching and Learning:

Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.

Assessment: Students will read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text, as well as create a written story using a known character from familiar texts.

Maths

Unit 4 – Number & Algebra

Over the course of Term 4, students will learn about and be assessed on the following concepts:

- **Number** - Build fluency using addition, subtraction and multiplication facts; order and represent, and partition, rename and regrouping two- and three-digit numbers; recognise types of patterns in different contexts such as increasing and decreasing by a constant amount and identifying missing elements in the pattern; compare and contrast related operations; use known addition and subtraction facts to develop strategies for unfamiliar calculations
- **Algebra** - Continuing additive patterns, recalling and demonstrating proficiency with addition and subtraction facts within 20 and multiplication facts for twos

Science

Good to Grow / Save Planet Earth

Teaching and Learning: In this unit students will investigate Earth's resources. They describe how they are used and the importance of conserving resources for the future. Students examine how living things, including plants and animals, change as they grow. They consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives.

Assessment: Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations. Students describe and represent the changes to a living thing in its life stages.

Technology

Handy Helpers

Teaching, Learning and

Assessment: 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.

Humanities and Social Sciences (HASS)

Present connections to places

Teaching and Learning: Students understand that people are connected to their place and other places across the world. They represent connections between places by constructing maps and using symbols.

Assessment: Students explore the location and features of places and consider how people are connected to these and why they should be preserved.

The Arts

Drama: Action Stories

Teaching and Learning: In this unit, students make and respond to dance by exploring action stories as stimulus. Students will explore, improvise and organise ideas about action stories to make dance sequences, using the elements of dance (space, time, dynamics, relationships). They will use fundamental movement skills to develop technical skills when practising and presenting action story dance sequences.

Media Arts: What Can You Hear?

Teaching and Learning: Students explore the impact of sound as a representation of settings and characters in a community.

Assessment: Students explore soundscapes through capturing audio from their community and using media technologies to communicate ideas.

Health & Physical Education

PE – What's your target? AFL Blitz

Teaching and Learning: Students demonstrate fundamental AFL movement skills while participating in the AFL Blitz program run by AFL Queensland.

Assessment: Students demonstrate fundamental movement skills (handball, drop punt kick and dribble kick) and test alternatives to solve movement challenges (to reach their targets).

HEALTH – Stay Safe

Teaching and Learning: Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations.

Assessment: Students describe changes as they grow older. They identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.