

# Year 2/3 Curriculum Map

## Term 4, 2025

### Information for Parents & Carers



#### Maths

##### *Year 2: 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

##### *Year 3: Unit 4- Number & Algebra, Probability*

- **Number & Algebra** - Manipulate numbers beyond 10 000 by partitioning and regrouping using their understanding of place value in the base-10 number system; Begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns; Use meaningful practice to extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations; Develop automaticity for 3, 4, 5, and 10 multiplication facts
- **Probability** - Use games to develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events; Use chance experiments to understand that different outcomes can be the results of random processes.

#### English

##### *Expressing Opinions*

###### Teaching and Learning:

Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics.

###### Assessment:

To create a spoken text to express a preference for the best or worst planet within the solar system to peers.

#### Technology

##### *What's for lunch?*

Teaching and Learning: Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.

Assessment: Students design and make a lunch item that includes modern and traditional technologies. Assessment will gather evidence of the student's ability to describe contributions of people in design and technologies occupations to meet community needs.

#### Science

##### *Year 2 - Exploring Sound*

Teaching and Learning: Students manipulate materials to observe how sound is produced. They examine how sound is useful in everyday life.

Assessment: Students describe objects that they encounter in their everyday lives and the effects of interacting objects. They describe examples of where science is used in people's daily lives. To pose and respond to questions about their experiences and predict the outcome of an investigation. To communicate their ideas in a variety of ways.

##### *Year 3 - Hot Stuff*

Teaching and Learning: Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another.

Assessment: To investigate the behaviour of heat. To make a prediction, record observations and suggest reasons for findings. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.

#### The Arts

##### *Music: Let's Celebrate, Let's Remember*

Teaching and Learning: In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures and for special occasions around the world. They will develop aural (sound) skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs.

##### *Media Arts: What Can You Hear? (Year 2)*

Teaching, Learning & Assessment: Students explore the impact of sound as a representation of settings and characters in a community. Students explore soundscapes through capturing audio from their community and using media technologies to communicate ideas.

##### *Visual Arts: Tiny Worlds (Year 3)*

Teaching, Learning & Assessment: Students will learn about the visual language and symbolism of artworks from artists across different cultures. They will explore and experiment with different visual conventions (colour, space, shape) and qualities of imaginary environments and natural landforms presented in artworks.

Students will use their knowledge of techniques, visual conventions and process plan, make and create a diorama of a 'tiny world'.

#### Humanities and Social Sciences (HASS)

##### *Present connections to places (Year 2)*

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.

##### *Exploring places near and far (Year 3)*

Teaching and Learning: This semester, students have been investigating the inquiry question 'How and why are places similar and different?' In this unit, students will identify, describe and interpret information from different sources about Australian places.

Assessment: Students will explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.

#### Health & Physical Education

##### *Health - Message Targets (Year 2)*

Teaching and Learning: Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about health and wellbeing.

##### *Health - Health Channels (Year 3)*

Teaching, Learning & Assessment: Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions.

##### *Physical Education - I Move, I Jump, I Land (Year 2)*

Teaching, Learning & Assessment: Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement.

##### *Physical Education - Pump It! (Year 3)*

Teaching, Learning & Assessment: Students will create and perform movement sequences using fundamental movement skills and the elements of movement.