



YEAR 2 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 2, the following curriculum is explicitly taught:

ENGLISH	MATHEMATICS	HASS	SCIENCE	TECHNOLOGY	THE ARTS	HEALTH & PHYSICAL EDUCATION
<p>Exploring Plot and Characterisation in stories</p> <p>Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students will create a new imaginative narrative.</p> <p><u>Focused teaching:</u></p> <ul style="list-style-type: none"> • Elements of a narrative • Plot and characterisation • Constructing narrative events • Retell • Noun groups • Expression & fluency • Reading for meaning and self-correcting • Literal meaning • Sentence structure • Retell using details • Punctuation – full stops, capital letters • Editing texts <p>Assessment Tasks:</p> <p>Narrative text: Students write a new imaginative narrative</p> <p>Reading Comprehension: Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>	<p>Unit 4</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections. • Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems • Chance — explore the language of chance, make predictions based on data displays • Data representation and interpretation — Use data to answer questions, represent data • Seasons and calendar – identify and represent specific dates on a calendar, write months in order, match seasons to months and order seasons <p>Assessment Tasks:</p> <p>Counting, multiplying and dividing: Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets. To divide collections and shapes into halves, quarter and eighths and solve simple problems.</p> <p>Chance and Data: Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p>Seasons and calendars: Students use a calendar to identify dates and the months included in seasons.</p>	<p>Impacts of technology over time</p> <p><u>Inquiry question:</u></p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? <p>In this unit, students:</p> <ul style="list-style-type: none"> • 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 lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past. <p>Assessment Task: Impacts of technology over time: To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on lives.</p>	<p>Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow.</p> <p>They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students 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.</p> <p>They conduct investigations including exploring the growth and life stages of a class animal and plant.</p> <p>Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p> <p>Assessment Task: How does it grow? Students describe, represent, compare and communicate changes to a living thing as it grows.</p>	<p>Digital Systems</p> <p>Students will identify common digital systems to meet specific needs. They will collect, sort, and organise data about a familiar concept. They will use digital systems to transform their data to a digital representation. They will represent their data using a range of software solutions to create a digital representation of their data.</p> <p>Assessment Task: Students will</p> <ul style="list-style-type: none"> • Collect and sort data about a familiar concept. • Use a digital system to show collected data in a graph format. • Describe the digital system components they will use and explain why they chose it. • Categorise digital systems as being either hardware or software systems. 	<p>DRAMA Stories come to life</p> <p>Students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 <p>Assessment Task: Collection of work:</p> <ul style="list-style-type: none"> • Students devise, perform and respond to drama using a picture book as stimulus. <p>MEDIA ARTS What can you hear?</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore soundscapes through capturing audio from their community and using media technologies to communicate ideas • experiment with audio recording and image capture • present soundscapes which may present alternative interpretations • describe and discuss sound effects and audio in media artworks of other students and artists- <p>Assessment Task: Collection of work: To explore the impact of sound as a representation of settings and characters in a community.</p>	<p>HEALTH Stay Safe</p> <p>In this unit, 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.</p> <p>Assessment Task:</p> <ul style="list-style-type: none"> • Students describe changes as they grow older. • Students identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems. <p>PHYSICAL EDUCATION What's your target? AFL Blitz</p> <p>In this unit, students will demonstrate fundamental AFL movement skills while participating in the AFL Blitz program run by AFL Queensland.</p> <p>Assessment Task: Students demonstrate fundamental movement skills (handball, drop punt kick and dribble kick) and test alternatives to solve movement challenges (to reach their targets).</p>