YEAR TWO Yearly Overview Updated March 2021

	Term 1	Term 2	Term 3	Term 4
English	**Literacy Focus and Personal Profile – All About Me** ***In this unit, students reflect on their life so far in order to create an informative personal profile. Students read and comprehend a variety of texts and unpack texts to build knowledge of language features and analyse how stories convey a message about families and friends. Students focus on developing strong foundation knowledge of language conventions, sentence structure and constructing basic texts.***  ***As students move into a new class and year level, this unit will help students learn more about their classmates and share information that is important to them.*** ***As they listen to other student's personal profiles, they will begin to develop relationships within the classroom and confidence in their ability to perform the given tasks. Students will create a meaningful profile about themselves and present this to a familiar audience.*** Diagnostic Assessment – PM Benchmark, High Frequency Words (Reading and Spelling), Writing Sample Summative Assessment - Personal Profile - Written and Oral	**Imaginative Recount - Camping** ***Students will listen to, read or view and respond to a variety of literary texts. Language features and text structure of imaginative recounts will be a focus for this unit.***  Diagnostic Assessment – PM Benchmark, High Frequency Words (Reading & Writing), Writing Sample, Words Their Way Test Summative Assessment – Observations, consultations and samples of work, Imaginative Recount on the 'Camping' theme.	**George's Marvellous Medicine** ***Students will be exposed to the narrative genre whilst completing a novel study of George's Marvellous Medicine. Students will analyse character portrayal and specific literacy and language devises. Students will also develop a solid understanding of the text structure and purpose of a procedural text. They will develop their own procedural text in order to create a unique "medicine", based on George's Marvellous Medicine.***  Diagnostic & Formative Assessment – PM Benchmark/PROBE, High Frequency Words (Reading & Writing), Writing Sample, observations, consultations and samples of work Summative Assessment – Procedure, oral presentation	**Convince Me – TMSS is The Best School in the World**  ***Students will write a persuasive letter to someone in their family or community to convince them that TMSS is the best school in the world. Students will choose meaningful arguments to support their position. Students will share their letters with their classmates (and intended audience where possible). Students will create a visual artefact to support their argument (Technology – Diorama).*** Diagnostic & Formative Assessment – PM Benchmark/PROBE, High Frequency Words (Reading & Writing), Writing Sample, observations, consultations and samples of work Summative Assessment – Persuasive Letter
Maths	**Term 1 Maths** ***Students will work mathematically within the two content strands: Number and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.*** The focus threads this term: • Number & Place Value • Patterns & Algebra • Measurement Summative Assessment: Measurement – Practical length Task, Match and Sequence Months & Seasons Assessment for number is ongoing *(This unit of work is hyperlinked)*	**Term 2 Maths** ***Students will work mathematically within the two content strands: Number & Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.*** The focus threads this term: • Number & Place Value • Patterns & Algebra • Measurement Summative Assessment: Measurement – Practical area task Assessment for number is ongoing *(This unit of work is hyperlinked)*	**Term 3 Maths** ***Students will work mathematically within the two content strands: Number & Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.*** The focus threads this term: • Number & Place Value • Patterns & Algebra • Measurement Summative Assessment: Assessment for number is ongoing	**Term 4 Maths** ***Students will work mathematically within the three content strands: Number & Algebra, Measurement & Geometry and Statistics & Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.*** The focus threads this term: • Number & Place Value • Money & Financial Mathematics • Patterns & Algebra • Measurement • Data Representation & Transformation Summative Assessment: Assessment for number is ongoing

Science

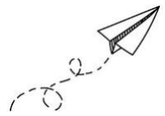
Earth and Space Sciences – Saving Planet Earth

Students will earn their Planet Ranger badges by learning how to use Earth's natural resources responsibly. They will discover where water comes from, how it is collected, stored and used in both city and rural areas. Students will use their knowledge to design a poster to inform their peers about the importance of saving water. They will extend their understanding of water conservation by exploring ways to keep our waterways clean through waste reduction.

Assessment:

- **Fortnightly Quiz**
- **Water Journey Sequencing Activity**
- **Short Answer Quiz**
- **Conserving Water Poster**

Physical Sciences – Push:Pull



Students will explore how toys move. They will discover how push and pull forces act in air and water, and learn about the effects of gravity. Students will investigate how the strength of a push or a pull on an object, as well as its shape and the material it is made of, all affect the way it moves. They will apply their knowledge to design and construct a paper plane to participate in a paper plane challenge.

Assessment:

- **Investigation Checklist**
- **True/False Quiz**
- **Word Match**
- **Short Answer Quiz**

Chemical Sciences – Marvellous Mixtures

Students will learn about kitchen ingredients that mix well, those that don't and ways that mixtures can be separated. Through hands-on investigations, they explore how changing the quantities of ingredients can alter a mixtures properties and uses. Students will work in teams to create their own mixtures with specific properties.

Assessment:

- **True/False Quiz**
- **Portfolio of Work Samples**
- **Short Answer Quiz**

Biological Sciences – Growing & Changing

Students discover how living things, including humans, plants and animals, change as they grow. They will ask questions about, study and collect data on the characteristics of the life stages of a chicken, darkling beetle and lima bean plant. Students will also explore the similarities and differences between parents and their offspring and learn about offspring that grow up alone.

Assessment:

- Portfolio of observations
- True/False quiz
- My Lima Bean Story
- Short answer quiz

Humanities and Social Sciences

HISTORY – Changes all around me

In this unit, students will explore the impact of changing technology on people's lives.

They will investigate the following question: How have changes in technology shaped our daily life?

Students examine changes in technology that have occurred over time. They will develop an understanding of the impact that technology has had on people's lives including the ways that they worked, travelled, communicated and played.

GEOGRAPHY – My Connections to Places in Australia and the World

Students will map and learn about their connections to their school, their home, Queensland and the rest of the World. Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places.

Assessment – Portfolio of work samples including tasks relating to My School My Town, My State, My Country, My World

Visual Art	**Self Portrait** The approach an artist takes when using the art elements of colour and line help to communicate to an audience certain information and feelings. In the assessment, children apply this knowledge and understanding to create, explain, display and reflect upon 3 x 2D portraits that express their idea of themselves at a particular point in time – as a **baby, now and when I grow up**. They will create a class gallery to display their art works. Children will respond to others' works in the gallery by describing their initial impressions and personal interpretation of the artist's use of visual arts elements. **Baby, now and when I grow up – self portrait** *(This unit of work is hyperlinked)*	**Rainforest Art** Students will design and create a 3D image of a Butterfly **3D Butterfly**	Artists Galore A study of famous artists and local artists. Local – Jen Robson, Leeton Lee Famous – Pablo Picasso, Van Gogh and Salvador Dali Assessment – collection of work samples – as follows: • Picasso inspired self-portrait sketch using oil pastels • Sunflowers sketching and oil pastel work inspired by Van Gogh • Dali inspired collage – putting random magazine pieces together that wouldn't normally match together to make a collage • Dot painting with Leeton • Lesson with Jen Other ideas (optional): • Dream catcher with wool weaving on paper plate • Magazine cut out small section – draw the rest of the image • Class joint artwork – each child do a square and put together – circle patterns • Roll a Picasso drawing activity • Rainy day painting and drawing or collage over the top – use sponges to paint a grey and white background • Scarecrow festival? • Drawing Salvador Dali – black texta on white paper **Georges Marvellous Medicine*** Students will sketch the four phases that Grandma goes through when she takes the medicine. **Sketch**	
Music	**Beat and No beat and Rhythm** In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on: Beat and No beat and Rhythm and Pitch		**Pitch/Rhythm/Dynamics, Pitch, Instrument Recognition** Student will echo select rhythms on tuned or untuned instruments- using ascending and descending pitches and sound shapes Students will reading tune/ rhythm form charts on board, noting crotchets and quavers (ta-a, ta, and titi) also crotchet rest (za) Students will write and match tune/ rhythm form charts using paddle pop sticks or written notes, noting crotchets and quavers (ta-a, ta, and titi) also crotchet rest (za) • Listening test- matching pitches, melodies, chord and rhythms • Listening test- matching rhythms • Test: individual pitch recognition	
Dance/Drama			**Introduction to Dance: *Exploring The Elements of Dance*** **(6 Weeks)** Students will participate in a variety of activities as they explore the basic elements of dance. They will work independently, in pairs and in small groups as they investigate how BASTE (Body, Action, Space, Time and Energy) are the fundamental concepts and vocabulary that help to develop movement skills and understand dance as an artistic practice. **Assessment – Observations**	

Design Technology	**Insect Designer** Students use technology process to design and make a model insect. They explore materials and techniques, then select suitable resources to make their model. Students will investigate materials, tools and techniques suited to making a model insect. Construct the model, evaluate the process and reflect on learning.		Marvellous Props Design and Create 3-D props to assist your oral presentation of your Marvellous Medicine. Students will investigate materials, tools and techniques suited to making a prop to enhance their oral presentation. They will design a plan, construct the prop, evaluate the process and reflect on learning.	
PE	**Cross Country & Fitness** In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings. • Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing. • Understanding fitness and changes to the body • Fitness components with continuous running and skipping.	**Throwing & Catching** In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings. • Throwing and catching skills with multiple partners. • Using a chest and shoulder pass in game situations. • Working as a team to encourage and help others.	**Target Practise** In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings. • Throwing, hitting and catching skills using small balls with multiple partners. • Kicking and catching skills using soft ALF and Soccer balls. • Working as a team to encourage and help others.	**Gymnastics** In this band students develop their knowledge and skills of various gymnastic skills that help with strength, flexibility and body awareness. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges. • Static balance activities EG: Back support, front support, V sit & Arabesque. • Locomotion skills EG: Walk the line ½ turn and walk backwards, Bear walk & Kangaroo jump. • Rotations EG: Log roll, crazy crab walk & rocking to standing position. • Springs and landings EG: Bunny hop, Straight jump from bench & jump ½ turn from bench.