



Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR 2, TERM 2.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
<p>ENGLISH</p>	<p>Examining, creating and sharing informative texts Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas. Students explore how texts are organised differently and how authors use language features related to purpose. Students use these texts to create a report and a short oral presentation to share with an audience.</p>	<p>Writing and creating informative texts - To describe the features and organisation of narrative and informative texts on similar topics. To create and present a <i>written multimodal</i> information report to an audience.</p> <p>Reading, viewing and comprehending informative texts Phonic and word knowledge; fluency <i>Monitoring strategy</i></p>
<p>MATHEMATICS</p>	<p>Number and Algebra</p> <ul style="list-style-type: none"> • recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language • partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • partition collections, shapes and objects into equal parts and build a sense of fractions 	<p>Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem To partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.</p> <p>Using a calendar and reading time on an analog clock To read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.</p> <p>Understanding and recalling facts <i>Monitoring strategy</i></p>

	<p>Measurement</p> <ul style="list-style-type: none"> • use uniform units to measure, compare and discuss the duration of events • read time on an analog clock to the hour, half hour and quarter hour 	
SCIENCE	<p>Growth of living things In this unit, students will examine how living things, including plants and animals, change as they grow. They will ask questions about, investigate and compare the changes that occur to different living things during their life stages.</p>	<p>Exploring growth - Students will draw and describe the life stages of a chosen plant/animal.</p>
HASS	<p>Australia past and present Students will investigate a person, site or event of significance in their local community. Students will explore how changes in technology have shaped daily life.</p>	<p>Technology over time and important places - To explain how technology has shaped daily life. To investigate an important historical place. <i>Short answer questions/Oral/Teacher led</i></p>
HPE	<p>Physical Education - They keep me rolling Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.</p> <p>Health - My classroom is healthy, safe and fun Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p>	<p>Physical Education - Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges. <i>Practical</i></p> <p>Health - Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting. <i>Assignment</i></p>
TECHNOLOGIES (Digital Literacy)	<p>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating 	<p>Not summatively assessed.</p>