



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

- A sense of **BELONGing** 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 3.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Students will 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.</p> <p>Students will read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations.</p> <p>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.</p> <p>Students will engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.</p>	<p>Speaking and Listening: Express a preference</p> <p>Students will create and deliver a spoken text to express a preference about a favourite text.</p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • partition collections, shapes and objects into equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, connecting this to measures of turn and representations of time • 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 • recognise that mathematics can be used to investigate things students are curious about, to solve practical problems and model everyday situations, describing thinking and reasoning using familiar mathematical language <p>Space</p> <ul style="list-style-type: none"> • describe spatial relationships such as the relative position of objects represented within a two-dimensional space • use uniform units to measure, compare and discuss the attributes of shapes <p>Measurement</p> <ul style="list-style-type: none"> • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass 	<p>Using mathematical modelling to solve multiplicative problems – To use mathematical modelling to solve practical multiplicative problems</p> <p>Representing fractions and comparing, classifying and measuring shapes - To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects.</p>

<p>SCIENCE</p>	<p>Fast Forces! Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Experimental investigation: Investigating contact and non-contact forces Students conduct an investigation about how contact and noncontact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>
<p>HASS</p>	<p>Connection to places In this unit, students recognise the world is divided into geographic divisions and investigate how people are connected to places.</p>	<p>Connection to places: Connections to places To recognise the world is divided into geographic divisions and to investigate how people are connected to places.</p>
<p>HPE</p>	<p>PE - Bat, catch, howzat! In this unit, students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</p> <p>Health - Stay safe 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. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p>PE – Not summatively assessed</p> <p>Health - Stay safe 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. Technique: Collection of Work</p>
<p>DESIGN AND TECHNOLOGIES</p>	<p>Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. 	<p>Design a character puppet with moving parts to use in a puppet show.</p>
<p>THE ARTS – Visual Arts</p>	<p>Students will explore how changes in facial features, style and form communicate emotion in artworks.</p> <ul style="list-style-type: none"> • explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks • experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion • display artworks and share ideas about visual language choices they made in their artwork • describe and interpret emotion in their work. 	<p>Explore the representation of emotions in portraiture through experimentation with a range of materials and processes.</p>