



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 4**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.</p> <p>Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.</p>	<p>Reading, viewing and comprehending imaginative texts: students will read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text</p> <p>Writing and creating imaginative texts: students will create a written story using a known character.</p>
MATHEMATICS	<p>Number and Algebra</p> <ul style="list-style-type: none"> • partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning. • recognise types of patterns in different contexts. • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations. 	<p>Understand numbers to at least 1000 and continue additive patterns: Students will partition, rename and regroup two- and three-digit numbers to assist in calculations. They will order and represent numbers to at least 1000. Student will describe and continue additive patterns and identify missing elements.</p>
SCIENCE	<p>Material Use</p> <p>In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p>	<p>Physical properties and purpose of familiar materials</p> <p>Activity description: Students identify physical properties of materials and objects that are made from particular materials. Students explain purposes for which materials are used, use materials and equipment safely, represent data and communicate their observations and ideas.</p>
HASS	<p>Connection to places</p> <p>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</p> <p>To recognise the world is divided into geographic divisions and to investigate how people are connected to places.</p>

<p>HPE</p>	<p>PE - What's your Target</p> <p>In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p> <p>Health – Feeling Safe</p> <p>In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>	<p>PE – What's your Target</p> <p>To demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets). <i>Practical</i></p> <p>Health – Not summatively assessed</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>