Edens Landing State School - Parent Overview – YEAR TWO - Term 2 - 2019

Learning Area	Unit Description	Assessment Tasks
English	**Exploring characters** In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts.	**Reading & comprehension:** A letter from Mr.Wolf Students demonstrate reading accuracy and respond orally to comprehension questions. **Preference for a character** Students compare characters in two versions of the same story and express a preference for a character.
Mathematics	**Students develop understandings of:** **Number and place value** — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems. **Money and financial mathematics** — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 & $10 notes, count small collections of coins and notes. **Patterns and algebra** — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences **Using units of measurement**- tell time to the quarter hour.	**Recognising the value of money and performing simple addition and subtraction calculations** Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies. **Identifying number patterns** Students describe number patterns, identify missing elements **Time** Telling time to the quarter hour
Science	**Toy Factory** 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.	**Testing a Toy** Students investigate a toy that will move with a push or pull and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.
HASS	**Present connections to places** In this unit students will explore the following inquiry question: *How are people connected to their place and other places?* Learning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.	**Present connections to places** Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.
Technologies	**Design technologies: Spin It!** Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.	**Design Challenge** Students design and make a spinning toy for a small child that is fun and easy to use.
Health and Physical Education	**Physical Education: Kick It!** Students will demonstrate soccer skills in a variety of movement sequences and situations. They will perform the recognised soccer skills and incorporate the elements of movement: body and space awareness in a game situation.	**Physical Education: Kick It!** Students demonstrate fundamental movement skills of kicking and dribbling a soccer ball. They perform soccer skill sequences that incorporate the elements of movement in modified soccer games.
The Arts	**Music** Students explore a range of songs, rhymes and chants. **Dance: Bush Dance** In this unit, students make and perform a bush dance. Students will: present dance sequences that communicate ideas explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences	**Music** Students will explore and imitate sounds, pitch and rhythm patterns and use instruments to practice a repertoire of chants, songs and rhymes. **Dance: Bush Dance** Students will use rehearsed movement sequences and series of movements to create and perform an innovation on a bush dance.

↑ Parents – Please click the link for each Learning Area to go to the Australian Curriculum website to learn more about each area ↑