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|  | **Year 2 Term Overview** | Term 1  2024 |

**Curriculum Focus**

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| **English** | **Mathematics** |
| Students will compare characters in two different stories and express a preference for a characters’ appearance and personality. Students will explore a range of texts including Cinderella, Princess Smartypants and The Paper Bag Princess. | In Mathematics, students will recognise increasing and decreasing number sequences involving 2s, 3s and 5s. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. Finally, students collect, organise and represent data to make simple inferences. |
| **Science** | **Humanities and Social Sciences** |
| In Science, students will identify and describe materials used to make objects. Students will understand that materials are chosen for particular purposes, according to their properties. | In HASS, students will explore how people are connected to their place and others places.  Students will understand the way the world is represented in geographic divisions and the location of Australia in relation to these divisions. |
| **Technologies** | **The Arts** |
| In Technology, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will understand how farms meet our needs and design solutions for problems on a farm. | **Media:**  In Media Arts, students will make and share media artworks using story principles, composition, sound and technologies. |
| **Japanese** | **Drama:**  In Drama, students explore role through improvisation and process drama.  Students respond to drama by describing what happens in the drama they make, perform and view. |
| Students respond to classroom instructions with appropriate actions. Students learn the basics of Japanese sentence, pattern, structure and vocabulary through games, songs and activities relating to a topic of interest (pets). They develop the skills to discuss their own and others‘ pets by constructing sentences such as ‘*This is my pet. It is a cat. It is cute*.’ |
| **Health and Physical Education** | **Music:**  Students will perform, compose, and analyse music using the following musical elements:  **Rhythm:** Ta, Ti-ti, and Za; rhythmic patterns on percussion  **Pitch:** in-tune singing; mi, so, la; staff; melodic patterns on percussion  **Tempo:** Fast/Slow; Presto/Largo  **Form:** Ostinato; repeat; phrasing; same/different; canon |
| **Health:**  Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. |
| **Physical Education:**  1. **Locomotor skills**  (a) water survival skills – horizontal sculling, treading water/float, stride entry, continuous swim  (b) cross country run preparation  2. **Body management** -exploring and understanding ‘fitness’ (strength, dynamic/static balance, flexibility, stamina, power, agility, coordination) |