



Year 2 Term 3 2025 Curriculum Snapshot

Science

Toy Factory – Push and Pull

Students will explore how a push or pull affects how an object moves or changes shape. They will ask questions and describe changes around how objects move and how this knowledge is used in their daily lives. They will pose questions and make predictions, investigate and explain how pushes and pulls causes movement and compare their observations with their predictions.

They will demonstrate their understanding by making a push or pull toy and describing the science on how it moves.

Design Technology T3 & 4 Spin it (links with Science)

Students will understand that science involves asking questions about and describing changes in the way an object moves or can be moved.

They will demonstrate their knowledge by designing and making a toy moves in various ways. They will use the design process and make changes to improve the design.

The Arts -Dance

Students will learn a dance and perform for friends and family at the school dance night.

MUSIC Skips and steps in Melodies

Students will continue to build on their repertoire of rote songs. They will learn the term 'canon' and perform melodies and rhythms in this form. **They will demonstrate their understanding by** reading and preforming rhythms.

LOTE - Japanese - Tell me a story

Students read a traditional folktale of Japan, issunboshi (The Inch Boy) and learn to identify keywords and phrases associated with the folktale. **This subject is not assessed in year 2.**

YEAR 2 EVENTS TERM 3 (Please always check class notices as well)

Monday 4 August – National Aboriginal and Torres Strait Islander Children's day
Wednesday 13 August – EKKA holiday
Wednesday 27 August – Camp afternoon and dinner with parents
Thursday 28 August- Book Week Dress Up Parade
Friday 5 September -Student Free Day – no school on this day
Wednesday 17 September - Dance night

English

Persuasive Language to express a point of view.

In this unit students will learn about persuasive language to express a point of view. They will present a speech to persuade their peers to visit a preferred location.

Speaking and listening

Students will develop interaction skills and learn how to present a persuasive point of view using features of voice such as volume, pace, expression.

Reading /Viewing

Students will continue to develop reading skills. They will decode and read sentences fluently. They will comprehend what they hear and read.

Writing

Students will continue writing simple and compound sentences. They will write short persuasive texts to express an opinion.

They will demonstrate their understanding by orally presenting a speech to persuade their peers to visit a preferred location.



Mathematics - Term 3

Number and problem solving

- represent multiplication using equal groups and arrays.
- Expand on understanding of number sentences to formulate additive situations and represent multiplicative situations.
- Represent division by using different strategies.
- Represent problems with physical and virtual materials and diagrams and using different calculation strategies to find solutions.
- Use mathematical modelling to solve practical problems involving authentic situations. Describe thinking and reasoning using familiar mathematical language.

Fractions

- represent and partition eighths of shapes and collections, describe the connection between halves, quarters and eighth.

Shapes

- compare and classify shapes, describing features using formal spatial terms

Measurement

- use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass.

Time - representations of time using fractions eg half past, quarter to /quarter past.

They will demonstrate their knowledge by:

- A test to show understanding of fractions and shapes in measurement contexts including time (links with fractions quarter to /past/ half past).
- Inquiry using mathematical modelling to solve a multiplicative problem.

HASS - History and Social Studies

Impact of technology over time

In this unit students will explore the following key inquiry question: *How have changes in technology shaped our daily life?*

- Students will investigate continuity and change in technology used in the home, e.g. in toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations

They will demonstrate their understanding by:

- Using the information gathered for an investigation to develop a narrative (story) about the past.
- Sequencing objects from the past to present and reflect on changes that may have improved living today.

Physical Education (movement) Ropes and Rhymes

Students will participate in long and short rope skipping sequences and develop and refine skipping skills. They identify how their body responds to physical activity.

They will demonstrate their understanding by preforming a range skipping sequences.

Health - Stay Safe

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 will explore the emotions they feel in response to safe and unsafe situations. **They will demonstrate their understanding by** Students will complete a series of tasks to identify being safe and show emotional responses impact on other's feelings.