

## Term 2 Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Concept
<b>Week 1</b> Apr 24	Number Sequences Data Mapping	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Sentence Fluency Presentation	<p style="text-align: center;"><b>Science:</b></p> <p>I can classify and sort toys by a range of features (e.g. material, colour, size)</p> <p>I can explain how size, shape and materials affect how a toy moves.</p> <p>I know materials can be changed or combined for different purposes.</p> <p>I can ask and answer questions and make predictions about how various factors may affect a toy's movement.</p> <p>I can present my findings from an investigation into how factors affect a toy's movement.</p>
<b>Week 2</b> May 1	Number Sequences Data	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Sentence Fluency Presentation	
<b>Week 3</b> May 8	Number Sequences Data	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Sentence Fluency Presentation	
<b>Week 4</b> May 15	Number Sequences Data	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Sentence Fluency Presentation	
<b>Week 5</b> May 22	Addition Money	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Conventions: Spelling Presentation	
<b>Week 6</b> May 29	Addition Money	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Conventions: Spelling Presentation	
<b>Week 7</b> Jun 5	Addition Money 2D Shapes	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Conventions: Spelling Presentation	
<b>Week 8</b> Jun 12	Addition Money 2D Shapes	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Conventions: Spelling Presentation	
<b>Week 9</b> Jun 19	Addition Money 2D Shapes	Decoding MSV-Meaning, Structure, Visual Cues Comprehension Fluency Text Structure & Purpose	Ideas Organisation Word Choice Conventions: Spelling Presentation	

*Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.*

*Where learning cycles are outlined to be completed is where post-testing is likely to occur.*

*Teaching teams also engage with formative assessment throughout learning cycles with students.*

## Term 2 Curriculum Overview: Mathematics

### Year 2

	Essential Learning	Learning Targets
Week 1 <i>(continued from Term 1)</i>	<b>Mapping:</b> Students interpret simple maps, and give and follow directions to familiar locations	<ul style="list-style-type: none"> <li>→ I can use maps of familiar locations to give and follow directions</li> <li>→ I can create an informal map or sketch to show the position of familiar objects</li> <li>→ I can find landmarks on maps, and describe their relative position (in relation to other features)</li> <li>→ I can explain the purpose of maps</li> </ul>
Week 1 - 4	<b>Number Sequences:</b> <i>Students recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s.</i>	<ul style="list-style-type: none"> <li>→ I can identify the final digit pattern that results from a number sequence</li> <li>→ I can identify missing elements in number sequences</li> <li>→ I can represent skip counting patterns on number lines and number charts (using repeated addition or subtraction)</li> <li>→ I can skip count forwards and backwards by 3s, starting from any number under 1000</li> <li>→ I can skip count forwards and backwards by 5s, starting from any number under 1000</li> <li>→ I can skip count forwards and backwards by 10s, starting from any number under 1000</li> <li>→ I can skip count forwards and backwards by 2s, starting from any number under 1000</li> </ul>
Week 1 - 4	<b>Data:</b> Students collect and display data in a variety of ways, interpreting their results.	<ul style="list-style-type: none"> <li>→ I can interpret data represented in lists, tables and picture graphs</li> <li>→ I can use categories to classify and sort raw data</li> <li>→ I can collect and display my data in a variety of ways</li> <li>→ I can identify a topic of interest, and create a question that gathers categorical data</li> </ul>
Week 5 - 9	<b>Addition:</b> Students solve a range of addition problems, using written and mental strategies, and explore the connection between addition and subtraction	<ul style="list-style-type: none"> <li>→ I can explore the connection between addition and subtraction. (can not be assessed until after students have gone through both addition and subtraction learning cycles)</li> <li>→ I can write a word problem to represent an addition number sentence</li> <li>→ I can represent an addition word problem as a number sentence</li> <li>→ I can fluently use a range of mental strategies to solve simple addition problems</li> <li>→ I can solve a range of addition problems using a range of strategies</li> <li>→ I can show that addition of 2 numbers can be done in any order (commutative)</li> </ul>
Week 5 - 9	<b>Money:</b> Students count and order collections of coins and notes to find their value.	<ul style="list-style-type: none"> <li>→ I can represent a given monetary amount using notes or coins of the same denomination.</li> <li>→ I can justify why one collection is more valuable than another.</li> <li>→ I can order small collections of coins and notes.</li> <li>→ I can calculate the total of a small collection of either coins or notes of the same denomination.</li> <li>→ I can recognise and name each of the Australian notes, and describe the identifiable features</li> </ul>
Week 7 - 9	<b>2D Shapes:</b> Students describe and draw 2D shapes by identifying their features.	<ul style="list-style-type: none"> <li>→ I can draw 2D shapes</li> <li>→ I can identify different representations of familiar 2D shapes</li> <li>→ I can describe 2D shapes (circle, triangle, square, rectangle, kite, rhombus) using their features (sides, corners, curved/straight lines)</li> </ul>



## Term 2 Curriculum Overview: Reading

### Year 2

	Essential Learning	Learning Targets
Week 1 - 9	<b>Decoding:</b> <i>I can recognise an increasing range of English phonemes and sound-letter combinations</i>	Reading an "at level" text: <ul style="list-style-type: none"> <li>→ I know short and long vowel sounds.</li> <li>→ I can recognise a range of blends (suffixes)</li> <li>→ I can read words with silent letters</li> <li>→ I can read words with less common sound letter combinations e.g.: 'ight' as in 'light'</li> <li>→ I can read words by recognising common letter combinations e.g.: 'tion' as in 'fraction'</li> <li>→ I can recognise and read 300+ High Frequency words within continuous text</li> <li>→ I can use text clues to infer an unknown word, in order to read unfamiliar words.</li> </ul>
	<b>MSV:</b> <b><i>Meaning, Structure, Visual cues</i></b> I can think about whether my reading sounds right, looks right and makes sense.	Reading an "at level" text: <ul style="list-style-type: none"> <li>→ I can use visual clues, like clusters of letters to help me read words.e.g. "I know the word is tree because there is a picture of a tree and the first two letters make the sound tr"</li> <li>→ I can listen to the words I read and check to see if they sound right in the sentence. E.g. "I read 'she rans in the park' when I know that words need to be 'ran' because there is no word that is 'rans'"</li> <li>→ I can listen to the words I read and check if they make sense in the sentence. E.g. "I read the word 'desert' because I asked myself..where is there no rain and its very hot"</li> <li>→ I can combine visual, structure and meaning strategies to decode the words I read.</li> <li>→ I can use decoding strategies to self correct errors while reading.</li> </ul>
	<b>Fluency</b> I can fluently read an expected level text (at level text)	Reading an 'at level' text: <ul style="list-style-type: none"> <li>→ I can read some unknown texts with phrasing and fluency.</li> <li>→ I can vary my tone, pausing, stress and rate based on punctuation and meaning</li> <li>→ I can read accurately by using decoding strategies to self correct errors while reading.</li> <li>→ I can adjust my volume appropriately for my audience.</li> <li>→ I can attempt to use expression when reading a familiar text.</li> </ul>
	<b>Comprehension</b> I can use text clues and prior knowledge to infer implied meaning.	<ul style="list-style-type: none"> <li>→ I can understand that text clue + prior knowledge = inferring</li> <li>→ I can combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text.</li> <li>→ I can answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own) and identify the text clues that helped me find the answer.</li> </ul>
	<b>Text Structure &amp; Purpose</b> I can identify the purpose of a text by recognising its language features and structure.	<ul style="list-style-type: none"> <li>→ I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc)               <ul style="list-style-type: none"> <li>◆ Reading a narrative and information report on elephants and comparing and contrasting using a Venn Diagram.</li> </ul> </li> <li>→ I can describe a text's purpose as being to persuade, inform or entertain</li> <li>→ I can identify the features of: persuasive texts, narratives, poetry, procedure, memoir and information report</li> <li>→ I can explain whether a text is fiction or nonfiction using its features</li> </ul>

## Term 2 Curriculum Overview: Writing

### Year 2

	Essential Learning	Learning Targets
Week 1 - 9	<b>Ideas:</b> The piece's content – its central message and details that support that message	→ I can refine my ideas (select & discard) to suit a range of familiar audiences and purposes → I can include images to support the ideas in my writing → I can include 4 or more simple ideas, that are clearly connected → I can convey a message when writing to persuade → I can convey a message when writing to inform → I can convey a message when writing → I can innovate on and develop characters and events from known texts
	<b>Organisation:</b> The internal structure of the piece – the thread of logic, the pattern of meaning.	→ I am beginning to group related ideas into paragraphs → I consistently use basic text connectives such as: 'and' 'then' as well as time connectives (e.g. first, then, next, after) to sequence ideas and events across my writing. → My writing has a clear body/middle which includes simple but clearly connected ideas → I include a simple introduction or beginning to orientate my reader → I can consistently sequence my sentences to reflect a logical flow of ideas appropriate to the task or topic.
	<b>Word Choice:</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ I can use adverbs and simple adverbials to give precise meaning to verbs and to give details such as time, place and manner (in the afternoon, nearby, quickly) → I can use vocabulary that is appropriate to my text type and purpose. → I can select more specific words to improve the meaning of my writing. (e.g. giant for tall, golden for yellow, replacing an every day noun with a more technical one in an informative text) → I consistently use adjectives within basic noun groups to build accurate description
	<b>Presentation:</b> The physical appearance of the piece.	→ I recognise and use digital keys to show more complex punctuation or symbols → I am beginning to type short letter clusters and short common words as single units (e.g. er, ing, the, my) → I am beginning to use joined letters → I fluently write clearly formed, unjoined letters of consistent size, maintaining legible handwriting throughout a text → I consistently use spaces between handwritten words → I consistently position my letters and words on a line → I consistently use pencils or writing implements appropriately
Week 1 - 4	<b>Sentence Fluency:</b> The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.	→ I can use simple pronoun reference when the referent is close to the pronoun to create coherence (e.g. I have a bird. It can talk.) → I am beginning include compound sentences using coordinating conjunctions (and, but, so, because, when) in my writing → I consistently use basic text connectives within my sentences (and, then)
Week 5 - 9	<b>Conventions: Spelling</b> The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	→ I can correctly write common words with silent letters → I consistently use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet) → I can consistently use learnt consonant digraphs to spell simple words (E.G. sheep, tooth) → I can use morphemic knowledge to spell compound words where the base word remains unchanged (grandmother) → I can correctly write three-letter consonant blends in words (Three, string, splash) → I am beginning to write some common contractions correctly (won't, don't) → I can represent all sounds/phonemes when attempting to spell more difficult, unfamiliar words phonetically (enjin for engine) → I can write most common and 100 high-frequency words correctly → I can reread and edit my writing to identify spelling errors and correct them using a dictionary and spellchecker