CURRICULUM YEARLY OVERVIEW – YEAR TWO

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_

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| **ENGLISH – AUSTRALIAN CURRICULUM** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LANGUAGE | Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background | | ICU  ATSI  CCT  P&S  ATSI  ASIA | | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context | | P&S  CCT | | Identify language that can be used for appreciating texts and the qualities of people and things | | | | CCT  ETH  P&S  ICU | Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose | | | | | | | Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms | | | | | | Recognise that capital letters signal proper nouns and commas are used to separate items in lists | | | | | | | Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines | | | | | NUM  ICT | Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction | | | | | | | | | | Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives | | | | | |
| Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words | | CCT | | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose | | CCT  SUS | | Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words | | | | | Recognise common prefixes and suffixes and how they change a word’s meaning | | | | | | | Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LITERATURE | Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created | | ICU  CCT  ETH  ATSI | | Compare opinions about characters, events and settings in and between texts | | P&S  CCT  ETH  ICU | | Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences | | | | P&S  ICU  CCT  ICT | Discuss the characters and settings of different texts and explore how language is used to present these features in different ways | | | | | | ICU  CCT  ATSI | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs | | | | | CCT  ICU | Create events and characters using different media that develop key events and characters from literary texts | | | | | | ICT  CCT | LITERACY | | | | | | Discuss different texts on a similar topic, identifying similarities and differences between the texts | | | | | | | | | CCT  ICU  ATSI  ASIA | Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions | | | | | P&S  CCT |
| LITERACY | Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately | | P&S  CCT  ICT | | Rehearse and deliver short presentations on familiar and new topics | | P&S  CCT | | Identify the audience of imaginative, informative and persuasive texts | | | | CCT  P&S  SUS | Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting | | | | | | CCT | Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures | | | | | CCT  P&S | Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose | | | | | | CCT | Reread and edit text for spelling, sentence-boundary punctuation and text structure | | | | | ICT  CCT | Write legibly and with growing fluency using unjoined upper case and lower case letters | | | | | | | | | | Construct texts featuring print, visual and audio elements using software, including word processing programs | | | | | ICT |
| MATHEMATICS – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PROFICIENCY STRANDS | **Understanding** | | | **Fluency** | | | **Problem Solving** | | | | | **Reasoning** | | | | | | *The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description wherever possible.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NUMBER & ALGEBRA | Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. | LIT | | Recognise, model, represent and order numbers to at least 1000 | | LIT | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting | | | | LIT  CCT  ATSI  ASIA | Explore the connection between addition and subtraction | | | | | CCT | Solve simple addition and subtraction problems using a range of efficient mental and written strategies | | | | | | LIT  CCT | Recognise and represent multiplication as repeated addition, groups and arrays | | | | | CCT | Recognise and represent division as grouping into equal sets and solve simple problems using these representations | | | | CCT | | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections | | | CCT  LIT | | Count and order small collections of Australian coins and notes according to their value | | | | LIT | Describe patterns with numbers and identify missing elements | | | | | CCT | Solve problems by using number sentences for addition or subtraction | | CCT | |
| MEASUREMENT & GEOMETRY | Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units | LIT | | Compare masses of objects using balance scales | | CCT | Tell time to the quarter-hour, using the language of ‘past’ and ‘to’ | | | | LIT | Name and order months and seasons | | | | | LIT  ATSI | Use a calendar to identify the date and determine the number of days in each month | | | | | | LIT | Describe and draw two-dimensional shapes, with and without digital technologies | | | | | LIT  ICT | Describe the features of three- dimensional objects | | | | LIT | | Interpret simple maps of familiar locations and identify the relative positions of key features | | | | LIT  CCT | | Investigate the effect of one-step slides and flips with and without digital technologies | | | | | | | LIT  ICT  CCT | Identify and describe half and quarter turns | | | | LIT  CCT | |
| STATISTICS & PROBABILITY | Identify practical activities and everyday events that involve chance. | LIT | | Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ | | LIT | Identify a question of interest based on one categorical variable. Gather data relevant to the question | | | | LIT  CCT  SUS | Collect, check and classify data | | | | | LIT  CCT | Create displays of data using lists, table and picture graphs and interpret them | | | | | | LIT  CCT |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCIENCE – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCIENCE UNDERSTANDING | Living things grow, change and have offspring similar to themselves | | CCT | | Different materials can be combined, including by mixing, for a particular purpose | | | | CCT  SUS | Earth’s resources, including water, are used in a variety of ways | | | | CCT  ETH  SUS | A push or a pull affects how an object moves or changes shape | | | | | | | CCT | SCIENCE AS A HUMAN ENDEAVOUR YR 1&2 | | | | | | Science involves asking questions about, and describing changes in, objects and events | | | | | NUM  CCT  P&S  SUS | People use science in their daily lives, including when caring for their environment and living things | | | | | ETH  P&S  ATSI  SUS | | |  | | | | | | | | | | | | |
| SCIENCE INQUIRY SKILLS YR 1&2 | Respond to and pose questions, and make predictions about familiar objects and events | | LIT  CCT  P&S | | Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources | | | | LIT  CCT | Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate | | | | NUM  ICT | Use a range of methods to sort information, including drawings and provided tables | | | | | | | LIT  NUM | Through discussion, compare observations with predictions | | | | | LIT  CCT  P&S | Compare observations with those of others | | | | | LIT  CCT  P&S | Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play | | | | | LIT  CCT  P&S | | |  | | | | | | | | | | | | |
| HISTORY – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HISTORICAL KNOWLEDGE & UNDERSTANDING | The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. | | | | | CCT  P&S | | The importance today of a historical site of cultural or spiritual significance; eg. A community building, a landmark, a war memorial. | | | | | | | | CCT SUS  ICU ATSI | | | The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated and played in the past). | | | | | | | | | | | CCT ATSI  ICT P&S | | UNDERSTANDINGS – Key Concepts | | | | | | Continuity & Change | | | | | | | | | | Cause and Effect | | | | | | | |
| Perspectives | | | | | | Empathy | | | | | | | | | | Significance | | | | | | | |
| HISTORICAL SKILLS  PP – Yr 2 | Sequence familiar objects and events | | NUM  P&S | | Distinguish between the past, present and future | | LIT  NUM  CCT | | Pose questions about the past using sources provided | | | | CCT  P&S  ICU | Explore a range of sources about the past | | | | | | CCT  P&S  ICU | Identify and compare features of objects from the past and present | | | | | LIT  CCT | Explore a point of view | | | | | | | NUM  CCT  ICU | | Develop a narrative about the past | | | | | | | | LIT  P&S | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | | | | | | | | LIT  ICT | |
| OTHER LEARNING AREAS (CURRICULUM FRAMEWORK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| THE ARTS | Arts Ideas | | | | Arts Skills & Processes | | | | Arts Responses | | | | | Arts in Society | | | | | | | SOCIETY & ENVIRONMENT | | | | | | Place & Space | | | | | | | Resources | | | | | | Natural & Social Systems | | | | | | | | | | Active Citizenship | | | | | |
| TECHNOLOGY & ENTERPRISE | Technology Process | | | | Materials | | | | Information | | | | | Systems | | | | | | | Enterprise | | | | | | Technology Skills | | | | | | | Technology in Society | | | | | |  | | | | | | | | | | | | | | | |
| HEALTH & PHYSICAL EDUCATION | Knowledge & Understandings | | | | Attitudes & Values | | | | Skills for Physical Activity | | | | | Self-Management Skills | | | | | | | Inter-personal Skills | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LOTE | Listening and Responding and Speaking | | | | Viewing, Reading and Responding | | | | Writing | | | | | Cultural Understandings | | | | | | | The System of the Target Language | | | | | | Language Learning Strategies | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GENERAL CAPABILITIES | Literacy  LIT | | | | Numeracy  NUM | | | | ICT Competence  ICT | | | | | Critical and Creative Thinking  CCT | | | | | | | Ethical Behaviour  ETH | | | | | | Personal and Social Competence  P&S | | | | | | | Intercultural Understanding  ICU | | | | | | *General capabilities are represented within and across the learning areas to different degrees. The links outlined above are only suggestions.* | | | | | | | | | | | | | | | |
| CROSS-CURRICULUM PRIORITIES | Aboriginal and Torres Strait Islander histories & cultures  ATSI | | | | Asia & Australia’s engagement with Asia  ASIA | | | | Sustainability  SUS | | | | | *Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. The links outlined above are only suggestions.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Revised Feb 2012 Version 3.0

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| **Term One** | **Term Two** | **Term Three** | **Term Four** | **Whole Year Focus** |
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