

TERM 1		TERM 2	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT 1: CREATING A COMMUNITY OF READERS UNIT 2: EXPLORING NARRATIVE/IMAGINATIVE TEXTS</p> <p>Students read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.</p>	<p>Read Aloud Retell</p> <p>Response to a Read aloud-retell</p>	<p>UNIT 1: READING AND UNDERSTANDING INFORMATIVE TEXTS UNIT 2: Reading and understanding Informative texts-variety</p> <p>Students understand that different types of texts have identifiable text structures and language features that help the text serve its purpose. They recall key ideas and recognise literal and implied meaning in texts.</p>	<p>Information Retell</p> <p>Retell the relevant parts of an informative text</p>
WRITING	<p>UNIT 1: CREATING A COMMUNITY OF WRITERS UNIT 2: EXPLORING IMAGINATIVE NARRATIVE/ RECOUNT</p> <p>Students learn how to use personal knowledge and literary texts as starting points to create writing in different forms and genres and for particular audiences.</p>	<p>Letter/Memoir</p> <p>Write a letter/ memoir to teacher about being in grade 2. Collected Work Sample Review Notebook</p>	<p>UNIT 1: Exploring & writing Informative texts UNIT 2: Explore variety & purpose of Informative texts</p> <p>Create short informative 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</p>	<p>Information text</p> <p>Write an information text</p>
SPEAKING & LISTENING	<p>UNIT 1: Creating a community of Speaker & Listeners</p> <p>Students listen for particular purposes. They discuss their ideas and experiences, and use everyday language features and topic-specific vocabulary</p>	<p>All About Me Oral Talk</p> <p>All about Me-oral talk-checklist of agreed standards e.g. volume, projection</p>	<p>Unit 2:</p> <p>Students use a variety of strategies to engage in group and class discussions and make presentations.</p>	<p>Talk</p> <p>Talk on an animal Life cycle. Checklist/Rubric</p>

MATHEMATICS

NUMBER & ALGEBRA	UNIT 1: Creating a Numerate Community Number and Place Value Students count to and from, and order numbers up to 1000. Counting Recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence	Number Test for Term one. Counting on a Hundreds Chart Place Value Test for Term one.	UNIT 2: Creating a Community of Mathematicians Number and Place Value Students count to and from, and order numbers up to 1000. Recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence Financial mathematics Find the total value of simple collections of Australian notes and coins. Addition & Subtraction Perform simple addition and subtraction calculations, using a range of strategies	Number test for Term two. Money Checklist Interview +n & -n strategies work sample
MEASUREMENT & GEOMETRY	Length Order shapes and objects, using informal units for a range of measures Shape Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations Recognise the features of three-dimensional objects.	Longer Than My Thumb – Task Shape Drawing – Draw 5 different shapes and cut them out –task. Mystery Shape ID Task	Area & Perimeter Using informal units for a range of measures Time Tell time to the quarter hour	Area of a Blob-In Counters Wearing Watches -Random Time Telling-Checklist
STATISTICS & PROBABILITY	Data Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology.	Graph Audit Give a title to the graph 1. name the axis =Above	Chance Students use everyday language to describe outcomes of familiar events	Events Task Draw events for selected terms=likely; certain; possible; impossible; unlikely
INTEGRATED-INQUIRY ODD YEAR	Present and past family life (1) Inquiry Questions: How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time? History-GARDENS Through Time PROGRAM Explain aspects of daily life(garden) to identify how some have changed over recent time while others have remained the same. They describe personal and family life, a person, site or event of significance in the local community.	Garden Journal		
INTEGRATED-INQUIRY EVEN YEAR			People are connected to many places (2) Inquiry Questions: What is a place? How are people connected to their place and other places? What factors affect my connection to places? Geography-In the Garden Define place and identify and describe features of places and changes in these, at a local scale. They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for.	Garden Map Task Gardens around NWS- photostory/slide show Collect & represent data and information in tables, plans and labelled maps and interpret it to draw conclusions about garden
SCIENCE ODD YEAR	Biological Sciences Life Cycles They use their senses to explore the world around them and record informal measurements to make and compare observations.	Life cycle of a seed	Biological Sciences Biological Sciences How Living Things Grow and Develop (2) Living things grow, change and have offspring similar to themselves. WILD ZOO-AUSTRALIAN ANIMALS Living things grow, change and have offspring similar to themselves. They identify and describe the changes to living things and things in their local environment. They suggest how the environment affects them and other living things. Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.	Life Cycle of an Animal - Draw Make poster on Animal conservation.
SCIENCE EVEN YEAR	Chemical Sciences Changes in Materials (1) – (Mini Unit – 5 weeks) Everyday materials can be physically changed in a variety of ways Chemical Sciences Mixing Things Together (2) (Mini Unit – 5 weeks) Different materials can be combined, including by mixing, for a particular purpose.			
DIGITAL TECHNOLOGY	Students design solutions to simple problems using a sequence of steps and decisions.	Popplet Targetting Maths Popplet-Ipad-mind map of narrative elements	Communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.	Powerpoint Make a powerpoint re -endangered animals

SPECIALISTS

PE	BALL SKILLS		BALL SKILLS	
PERFORMING ARTS	PAINTING		PAINTING	
VISUAL ARTS	DANCE		DANCE	
GLOBAL LEARNING	<p>POSITIVE START PROGRAM (CARING Reflecting)</p> <p>Students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They demonstrate ways to interact with and care for others.</p>	<p>Ways I am Caring Task</p>	<p>Communicator; Inquirer; Thinker</p> <p>Recognise the importance of persisting when faced with new and challenging tasks. They describe their contribution to group tasks</p>	<p>I am persistent at...</p>

TERM 3		TERM 4	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT 1: READING AND EXPLORING POETRY</p> <p>UNIT 2: PERSUASIVE TEXTS</p> <p>Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter-sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.</p>	<p>Memoirs</p>	<p>UNIT 1: READING AND POETRY</p> <p>UNIT 2: READING AND UNDERSTANDING MULTI -GENRE TEXTS</p> <p>They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images</p>	<p>Read and Respond to THE DEEP</p>
WRITING	<p>UNIT 1: POETRY</p> <p>UNIT 2: PERSUASIVE TEXT</p> <p>Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Poetry Samples Collect Poetry Sample-build anthology Should we have zoos</p>	<p>UNIT 1:How do writers write Poetry/</p> <p>UNIT 2: Exploring Multi-Genre Texts</p> <p>Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Make an imaginative book Recipe/ How to make something</p>
SPEAKING & LISTENING	<p>LISTENING & SOUND AUDING</p> <p>They listen for and manipulate sound combinations and rhythmic sound patterns. They explain their preferences for aspects of texts using other texts as comparisons.</p>	<p>Presentation</p> <p>Read/present a story written</p>	<p>SPEAKING & PRESENTING</p> <p>They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>	<p>Book Retell</p> <p>Book retelling/movie critique</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>Counting Students count to and from, and order numbers up to 1000.</p> <p>Addition and Subtraction They perform simple addition and subtraction calculations, using a range of strategies.</p> <p>Multiplication & Division/Fractions Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths.</p> <p>They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.</p>	<p>Block of Chocolate Task-HA</p> <p>Skip counting Work Sheet</p>	<p>Counting Students count to and from, and order numbers up to 1000.</p> <p>Addition and Subtraction They perform simple addition and subtraction calculations, using a range of strategies.</p> <p>Financial Mathematics They find the total value of simple collections of Australian notes and coins</p>	<p>Work Samples</p> <p>Make Money Amounts Task</p>
MEASUREMENT & GEOMETRY	<p>Time Use a calendar to identify the date, days, weeks and months included in seasons and other events</p>	<p>Calendar Task locate day & date on Calendar Checklists of months days/ Rhyme</p>	<p>Volume and Capacity Use informal units for a range of measures-volume & capacity. Draw a map of house/school</p>	<p>Checklist Sorting containers by size</p>
STATISTICS & PROBABILITY	<p>Chance/Probability Students use everyday language to describe outcomes of familiar events.</p>	<p>Snakes & Ladders</p>	<p>Chance Students use everyday language to describe outcomes of familiar events.</p>	
INTEGRATED-INQUIRY ODD YEAR	<p>The past in the present (2) Inquiry Questions: What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life? History of Toys through the years Students explain aspects of daily life to identify how some have changed over recent time while others have remained the same.</p>	<p>Questions Students use and give examples of different kinds of questions</p>		<p>Describe purpose of a Ocean sanctuary</p>
INTEGRATED-INQUIRY EVEN YEAR			<p>Geography Places have distinctive features: A Sea SANCTUARY (1)</p> <p>Inquiry Questions: What are the different features of places? How can we care for places? How can spaces within a place be rearranged to suit different purposes? Describe, a, site or event of significance in the local community. Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events</p>	
SCIENCE ODD YEAR	<p>Physical Sciences Seeing the Light (1) – Mini Unit (5 weeks) Light and sound are produced by a range of sources and can be sensed.</p> <p>Physical Sciences Push and Pull (2) Mini Unit (5 weeks) A push or a pull affects how an object moves or changes shape</p>	<p>Making Toys Make a toy that you can push and pull to move.</p>	<p>Biological Sciences Comparing Animal Habitats; Under the Sea (1) Living things have a variety of external features. Living things live in different places where their needs are met. They identify and describe examples of the external features and basic needs of living things. Students generate ideas that are new to them and make choices after considering personal preferences.</p>	
SCIENCE EVEN YEAR	<p>Earth and Space Sciences Changes in our Environment (1) Observable changes occur in the sky and landscape.</p>		<p>Earth and Space Sciences Water at Home and School (2) Earth's resources, including water, are used in a variety of ways.</p>	
DIGITAL TECHNOLOGY	<p>Students identify how common digital systems are used to meet specific purposes.</p>	<p>Checklist What programs are used for what?</p>	<p>Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning</p>	<p>2 Simple graphing Calculator for counting</p>
PE	<p>FITNESS SKILLS</p>		<p>FITNESS SKILLS</p>	
VISUAL ARTS	<p>PRINTING</p>		<p>PRINTING</p>	
PERFORMING ARTS	<p>DRAMA</p>		<p>MUSIC</p>	